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ABSTRACT

The Ohio Project was aimed at the training and utilization of indigenous paraprofessionals in order to provide additional services needed to improve rural Adult Basic Education (ABE) programs. The 1970-71 project activities involved participants and personnel from eight ABE centers and three home instruction units. Over 300 students, mostly rural Appalachian whites of southern Ohio, were included in the study. The major objective of the project was to collect information related to procedures and activities developed for the selection, training, and effective use of paraprofessionals who provide services for these rural ABE students and programs. The report lists a number of subobjectives related to the duties, responsibilities, qualities, and characteristics of competent paraprofessionals. Information was gathered by observational techniques, teacher-student ratings, and logged activities. Student data was collected through interviews, personal histories, achievement test records, letters, and questionnaires. Appended materials make up half of the document and include: the agenda of a preservice staff development workshop, selection criteria, demographic data, sample interviews and other survey instruments, job descriptions for ABE home instruction aides and learning laboratory technicians, materials evaluation, and student questionnaire results. (Author/MW)

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FINAL REPORT

1970-71 PROJECT

OHIO MODULE FIELD UNIT

of

Appalachian Adult Basic Education Demonstration Center

Morehead State University

Morehead, Kentucky

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Aug. 31, 1971

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Utilization of Para Professionals in ABE

OHIO STATE MODULE

Max Way, Director

Date: Aug. 31, 1971

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ABSTRACT

AABEDC - OHIO MODULE

FINAL REPORT

August, 1971

UTILIZATION OF PARAPROFESSIONALS IN RURAL ABE PROGRAMS.

The major purpose of the Ohio Project was to demonstrate training and utilization of indigenous paraprofessionals to provide additional services needed to improve rural ABE programs.

The major objective of the project was to assemble a collection of information related to procedures and activities developed for the selection, training, and effective use of paraprofessionals who provide services for rural ABE students and programs. The report lists a number of sub objectives related to the duties, responsibilities, qualities, and characteristics of competant paraprofessionals.

Project activities, conducted during the year, September, 1970 to June 1971, involved participants and personnel from eight adult basic education centers and three home instruction units. More than three hundred ABE students in Pike, Scioto, and Ross Counties are included in this study. These students are mostly rural Appalachian whites living in isolated rural areas of Southern Ohio.

Information related to selection, training, and activities of the paraprofessional was gathered by observational techniques, teacher-student ratings, and logged activities. Student data presented in the report was collected through interviews, personal histories, achievement test records, letters, and questionnaires.

Staff development activities occurred during the two project years, 1969-70 and 1970-71. All other activities were on-going during the 1970-71 project year.

The Ohio Module's staff included a part-time project director, a part-time clerk-secretary, four full time paraprofessionals, and four part-time resource teachers.

INTRODUCTION

Perhaps the major problem facing Adult Basic Education Programs throughout the nation is that of reaching (informing) and involving (recruiting) the low-income, severly under-educated segment of our population. In rural areas this problem is compounded by geographic isolation, lack of communication through any media, and a paucity of agencies or groups that might provide supportive services and assist in promotion of and recruitment into the ABE Program.

In all facets of our highly complex and technical society, there are examples of trained specialists who have available to them the services of lesser trained workers. Our way of life deems this type of organization necessary. For many years skilled workers and other professions have realized the need for sub-skilled or sub-professional aides if they were to provide adequate services.

A critical manpower shortage in the area of trained Adult Basic Educators coupled with low budgeting for program operation has created an awareness to the need for training and utilizing paraprofessionals in providing a nmultitude of services to the ABE population.

Of utmost importance to the success of any Adult Basic Education Program is the proper selection and training of personnel to serve its participants.

If effective program is to be established, there must be an awareness of the roles and responsibilities of the various numbers of teams who are to serve and support program operations.

For the past two years, the Ohio Module Field Unit has been engaged in activities related to the selection, training, and utilization of paraprofessionals to serve local ABE programs. These activities have necessarily involved all other staff members as well as personnel from those agencies, organizations, and groups that can provide assistants to the ABE program.

The Ohio Module has been able to relate many positive changes in program operation and effectiveness to the efforts of competant and dedicated subprofessionals.

The following report will present information gathered as a part of the project activities. It is hoped that the report will provide some assistance to those who seek to reach the population for whom ABE is intended.

OBJECTIVES

The major objective of the Ohio Module Project was to assemble a collection of information related to the selection and training of paraprofessionals who would provide auxiliary services for rural ABE programs.

It was believed that by identifying those personal qualities possessed by competant aides; recording training procedures that contributed to their job success; and, enumerating the types of worthwhile service they have rendered to the ABE program and its participants, much valuable information could be provided to other ABE programs seeking to involve and meet the needs of their target population. It should be noted that the activities of this project have extended over a two year period. Much of the initial training and field experience for the paraprofessionals was provided under the previous year's project. Reference to these activities will be made throughout this report.

PROCEDURES

In 1969, the Ohio Module proposed to test the feasibility of employing and training two types of paraprofessional--learning center technicians and home instruction personnel. Since both would be working directly with ABE clintel, it was determined that they should possess similar characteristics and be involved in the same types of training.

Criteria for selection of aides was developed and provided to five districts cooperating in the project. (See Appendix B) With but one exception, local directors made their selection

according to the criteria provided.

Each aide was to be assigned to one professional person in the local ABE program who would serve as a resource person and assist in making the field experience training meaningful and productive.

In order that roles, responsibilities, etc., might be understood and a cooperative effort made toward project success, local program directors, resource teachers, and paraprofessionals all received orientation to the project objectives and long range goals.

All subsequent training sessions have involved the resource teachers who work directly with the aides employed under this project. A pre-service Staff Development Workshop was conducted on August 25, 26, and 27, 1969. (Objectives and workshop agenda is found in Appendix A.) A report on the activities and an evaluation of the training program is presented in the AABEDC Publication - "Ohio Pre-Service Staff Development Workshop"- August 31, 1970, Morehead State University, Morehead, Kentucky.

Follow-up inservice training was provided to reinforce weaknesses and improve performance on the job.

Additional inservice, related to recruitment, guidance and counseling awareness and procedures, and utilization of supportive services.

In so far as possible, all training sessions were presented in a practicum approach and were related to needs and problems identified by staff.

Aides knowledge of job requirements and performance of duties were rates by observers and resource teachers. Four of the five aides employed under this program were rated superior in both catagories. The fifth received an "average" rating. It is

to be noted that this person was not selected according to criteria provided. Observer's listed the major problem in job performance as immaturity and lack of understanding of student's needs.

A more complete report of the 1969-70 project activities and findings is presented in the AABEDC, Ohio Module, Final Report--"ABE Organization, Materials, and Instruction", July 31, 1970, Morehead State University, Morehead, Kentucky.

Aides employed as a part of this project have received approximately one hundred fifty hours of pre and inservice training during the two year period. Additional individual help has been provided as needed. (See appendix A)

It is to be noted that the aides were never threatened by lack of training or specific job information. All were encouraged to ask questions and seek solutions to their problems. In most cases the resource teacher or project director could supply the information and service or refer the aide to an appropriate source.

The following statements are presented in summarization of the findings of the two year study involving selection, training and utilization of paraprofessionals to serve rural ABE programs:

1) Paraprofessionals can assist in almost every phase of the ABE Program. Those areas where they can be most effective include recruitment, follow-up, instruction, counseling--referral, and record keeping.
2) Indigenous paraprofessionals can bridge the communication between program and the target population. Increased enrollment, retention, and home-instruction successes are a direct result of their services.
3) The paraprofessionals most important attributes are the ability to relate to and communicate with the ABE client.

Observation and student feed back indicate that the clients respect and confice in the paraprofessional. These are the most important factors related to program success and holding power.

4. Paraprofessional's training and inservice must involve other members of the ABE staff and resource persons.
A complete understanding of job requirements, individual roles, responsibilities, and supportive services is essential to program success in meeting the needs of the student.

5. Full time paraprofessionals provide an important service to the program and community at large. The enthusiasm and involvement of the paraprofessional in program and community activities helps to improve the public image of ABE.

Much of the success of the Ohio Module's Project can be directly attributed to the efforts and services provided by full time paraprofessionals employed as a part of its program.

Further evidence of program progress and related findings are presented in the evaluation of the following sub objectives for the second year's program.

SUB-OBJECTIVES

Objective I. To significantly improve enrollment and attendance in local ABE Programs.

In order to provide more frequent direct contact with local program, the 1970-71 project was limited to a three county area. Included are the Pike and Ross County ABE programs, which are operated by the Scioto Valley Local School District, and two Scioto County programs, Minford and Bloom Locals, which are relatively close to Pike County.

Eight ABE classes or learning centers and three home instruction units were included in the study. Demographic data on the total population served is presented in appendix C.

Three home instruction aides and one learning laboratory technician trained under the previous year's project were to provide service related to their training for four days each week. The fifth day was to be used for recruitment, follow-up, student counseling, and agency contact in their local areas.

It was anticipated that this additional service would assist local program growth and retention.

Since program operations were limited to the three county area and served considerably fewer centers, comparative data with the previous year's project was not possible.

A comparison of the enrollment and student hours logged in ABE instruction is presented in Table I. page 7a.

It is to be noted that there was a significant increase in students in levels I and II with no change in the number of Level III students.

While the number of persons involved in the program significantly increased, there was no real change in the ratio of males and females.

The number of welfare recipients while increasing in numbers showed only a four per cent increase in relation to the total population. It is believed that a significant number of Level I and Level II students were at the poverty level but not welfare recipients.

Evidence of the effectiveness of aides in recruiting is shown in Table II, page 7b. Aides were responsible for recruiting one of every three persons involved in the three county

TABLE 1

COMPARATIVE STATISTICAL DATA

FY-70 VS FY-71

Students involved in ABE classes, operated by the Scioto Valley Local School District - Pike & Ross Counties, Ohio.

Data as of August 10, 1971.

	FY-70	% of TOTAL	FY-71	% of TOTAL	PERCENT CHANGE
TOTALS OF ALL STUDENTS SERVED BY THE PROGRAM	170	100%	261	100%	+ 53.5%
A) Level I (1-3)	10	5.9	37	14.2	+270.3%
B) Level II (4-6)	64	37.6	128	49.0	+100.0%
C) Level III (7+)	96	56.5	96	36.8	No change
ENROLLMENT BY SEX					
Male	69	40.6	105	40.2	+ 52.2%
Female	101	59.4	156	59.8	+ 54.5%
NUMBER OF WELFARE RECIPIENTS ENROLLED	47	27.6	83	31.8	+ 76.6 %
TOTAL NUMBER OF STUDENT CONTACT HOURS	12,723		28,488		+123.1%
AVERAGE HOURS/STUDENT ENROLLED	74.8		109.1		+ 45.8% or + 34.3/Hrs. per student

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TABLE II

RECRUITMENT DATA FOR OHIO MODULE FIELD UNIT - AAEC - 1970-71

CENTER	TOTAL ENROLL	RECRUITMENT: AIDES No	AIDES %ile	TEACHER No	TEACHER %ile	FRIEND, RELATIVE, OR OTHER STUDENT No	FRIEND, RELATIVE, OR OTHER STUDENT %ile	AGENCY REFERRAL No	AGENCY REFERRAL %ile	MEDIA No	MEDIA %ile
CENTERS SERVED BY AAEC AIDES											
Minford	59	24	40.7	2	3.4	11	18.6	14	23.7	8	13.6
Piketon	82	21	25.6	4	4.9	18	22.0	31	37.8	8	9.8
Beaver	38	10	26.3			8	21.1	14	36.8	6	15.8
S.Webster	18	11	61.1			4	22.2			3	16.7
E.Jackson	16	7	43.8	2	12.5	2	12.5	3	18.8	2	12.5
Camp	20	7	35.0	6	30.0	3	15.0			4	20.0
SUBTOTAL	233	80	34.3	14	6.0	46	19.7	62	26.6	31	13.3
CENTERS NOT SERVED BY AAEC AIDES											
Huntington	37			4	10.8	10	27.0	17	45.9	6	16.2
Paint Valley	21			9	42.9	4	19.0	4	19.0	4	19.0
SUBTOTAL	58			13	22.4	14	24.1	21	36.2	10	17.2
HOME INSTRUCTION AAEC AIDES											
Pike Co.	26	12	46.2			9	34.6	2	7.7	3	11.5
Minford	25	13	52.0			7	28.0			5	20.0
S.Webster	20	17	85.0			3	15.0				
SUBTOTAL	71	42	59.2			19	26.8	2	2.8	8	11.3
GRAND TOTAL	362	122	33.7	27	7.45	29	21.8	85	23.5	49	13.5

Data as of August 10, 1971

area. It is to be noted that aides did not serve the Ross County Programs.

Indirectly related to aides activities are the numbers of referrals from agencies which account for approximately twenty-four percent of the total enrollment.

It can be concluded that the efforts of the paraprofessionals employed under this program have contributed significantly to its growth and holding power.

Objective 2. To improve diagnostic, evaluative student record keeping and reporting procedures in the local ABE Program.

Staff awareness of the educational progress and fulfillment of the personal-social needs of students can best be accomplished if an appropriate method of identification and assessment is established then "doing something about it".

Much staff inservice time was spent in training for formal and informal assessment of student entry level skills, diagnosis of learning disabilities, and educational progress. Additional training was provided in developing prescriptive and remedial programs for students. (See appendix A.)

Training in identification of students personal-social needs was accomplished through the use of multimedia training package for "Teacher Awareness in Guidance and Counseling" developed by the University of Texas at Austin under a U.S. office of Education Grant. (See appendix A.)

Additional training and practicum experience was provided through "problem discussion" group sessions and role playing exercises.

Staff response to training was positive and program

activities reflected increased effort to assist the ABE student with personal as well as academic problems and needs.

Needless to say, the full time paraprofessionals were most effective in the areas of student counseling, record keeping and reporting. The facts that they are naturally sensitive to individual's needs, have developed a good relationship with, and gained the confidence of their students are the most important factors in their apparent success.

Where employed, paraprofessionals either full or part time, performed most of the clerical tasks. Record keeping was accurate and well organized.

The full time aides were assisgned follow-up activities in the areas they served.

Initially these two paraprofessional activities created minor problems. It was found that the resource teacher or coordinator was not always well informed on the students problems and needs.

This problem was resolved by arranging for professionals and their aides to schedule time each week for discussion and sharing of information on students' problems as well as the aide's activities.

Teachers and aides report that data collection procedures and more complete student records were helpful in identifying many student problems and needs. The data gathering process is most helpful in establishing short term educational goals that the student can successfully attain.

The more complete the student file, the more information the teacher has concerning student's needs, handicaps and performance, the easier the task of developing an effective program and

assessing its outcomes.

An example of the Ohio Module's student record keeping system is provided in appendix D.

Objective 3. To identify the personal talents and characteristics possessed by effective trained paraprofessionals.

Over a two year period, during the process of selecting, training, and utilizing paraprofessionals in a variety of roles, the Ohio Module has recorded a number of qualities and abilities possessed by competant paraprofessionas. It is to be noted that not all of these were apparent or necessarily possessed initially. Many have been aquired or polished and refined through training and experience.

The paraprofessionals employed under the Ohio Module project had varying family backgrounds, educational opportunity, and work experience prior to entering the ABE program. Therefore, it can be assumed that prior experience, while important, is not too critical in the selection process.

The major objective treatment lists those qualities that are deemed most important for job success in ABE.

The lists presented here are those qualities and characteristics that have been demonstrated and observed during the two year period.

Characteristics are grouped under eight headings.

1) Ability to relate.
   a) Demonstrates ability to relate well with other people, both adults and children.
   b) Demonstrates the desire to help others.
   c) Demonstrates ability to meet and converse with others. Can provide model for good English usage.

d) Demonstrates fondness for children and youth.

e) Displays willingness to listen.

f) Is tactful when dealing with others.

11. Education and intelligence.

a) Average or above in intelligence.

b) Proficient in high school or above academic areas.

c) Successful ABE student desirable (not essential).

d) Demonstrates ability to work effectively with ABE Instructional materials and assist student when need arises.

d) Demonstrates a willingness to continue education and improve performance.

f) Displays use of common sense.

111. Temperamental and emotional stability.

a) Demonstrates mature judgement and action.

b) Is emotional stable

c) Has pleasing personality.

d) Displays neatness and good grooming. (Does not overdress)

e) Displays poise and confidence in self.

f) Has good reputation in community--good character.

g) Respects confidence of others.

h) Displays ability to handle personal or family problems.

IV. Health and Vitality.

a) Has good physical and mental health.

b) Is energetic.

c) Demonstrates willingness to give extra time and energy to get the job done.

V. Well Informed.

a) Is familiar with the community to be served, population,

cultural-family backgrounds, geographic area, roads, community leadership, power structure, etc.

b) Is aware of problems in disadvantaged home.

c) Is aquainted with the "World of Work" and aware of local and regional opportunities.

d) Is familiar with local public and private agencies and facilities that can provide assistance to client.

e) Is well informed on the purposes and goals of ABE.

f) Is familiar with the authority and structure of the local school system.

g) Displays an understanding of the types of persons who would most benefit from ABE.

VI. Enthusiasm and positive nature.

a) Displays enthusiasm for work and ABE program.

b) Is positive in relationship with ABE student.

c) Willing to engage in new experiences and to accept new and challenging tasks.

d) Open to and accepting of constructive critism.

VII. Resourceful, innovative, and versatile.

a) Has ability to draw on past experiences.

b) Displays ability and willingness to improvise where necessary.

c) Utilizes available resources to meet student needs.

d) Flexible and adaptable to new conditions and changing situations.

VIII. Other desirable qualities and abilities.

a) Is dependable and prompt.

b) takes directions and carries out responsibilities.

c) Willing to improve job performance through training.

d) Willingness to provide service when and where needed.

e) Ability to maintain good records, keep anecdotal records, and prepare reports.

f) Demonstrates ability to work cooperatively with other staff members.

g) Can drive an auto and provide transportation for self and students if necessary.

h) Displays humility and love for fellow man.

i) Ability to work under adverse conditions. (Poor, home environment, bad weather, poor roads, etc.)

These listings include those qualities which contribute to the success of the paraprofessional in the Ohio Module project. No one aide possessed all the qualities. The recording of these observations served to identify weaknesses, which in many cases were eliminated through individual counseling.

Objective 4. To develop and record effective procedures for training paraprofessionals to work in ABE.

Educators are now recognizing the value of employing auxiliary personnel in supportive roles for their professional staff. Since the advent of Federal assistance to education through the Elementary and Secondary Education Act, large numbers of subprofessionals have been employed to assist teachers in working with the disadvantaged. Reports from these and other educational programs indicate that non-certified personnel can work successfully in the educational setting. With training, they can provide a multitude of services that enhance the educational program.

At the time of the initiation of this project, the learning center concept, utilizing an individualized approach to

education, was neither widely used or accepted in the rural regions of Ohio. Most ABE programs utilized the traditional group approach in ABE. Enrollment was usually those highly motivated individuals who were seeking to upgrade themselves educationally. The hard core and the isolated adult were not being reached.

It was believed that by developing a highly individualized program, designed to meet whatever needs the person might have, enrollment and retention would increase.

It was further believed that non-professionals could be trained to operate learning centers during the day light hours and that other such persons might take individualized ABE programs into the homes of the isolated rural adult.

In the summer of 1969, the Ohio Module proposed to select, train, and utilize paraprofessionals to assist in expanding and improving rural ABE programs in the Appalachian Region of Ohio.

The non-professionals were to be trained for two types of work, ABE learning center assistants and ABE home instruction technicians.

With the cooperation of five local school districts, personnel (ABE teachers and paraprofessionals) were selected to participate in a training program related to the previously mentioned objectives.

Three teachers and aides were to be trained in learning center operation. Three additional teachers and aides were to be trained to initiate home instruction programs. Both educational programs were to utilize programmedand other appropriate self-instructional materials.

While the major objective was to train highly competent paraprofessionals, it was deemed essential that each such person should have available a resource person who could assist in on-the-job training and provide the professional advice and counsel that would be needed.

During the 1969-70 school year, a series of pre and inservice training sessions related to developing the proposed programs and the staff to man them. (See appendix A)

It was found that the pre service training was not adequate. Both teachers and aides had many questions and problems. On-the-job training was essential. The six aides, being full time employees, were much more available for such training and had more time to become familiar with materials, procedures, etc. The aide served as a vital link between the project coordinator and the local program. Much necessary information was communicated in this way. Aides in many ways assisted the resource teacher gain insight into program procedures, etc. Teachers, in turn, provided valuable assistance in training aides in teaching techniques, preparing and securing materials, answering pertinent questions, and making referral to appropriate agencies, groups, or individuals.

The success of the 1969-70 year was due to a concerted effort to work and learn together.

Day time learning centers proved to be an effective means of reaching many adults who could not attend evening classes. The aides manning these centers grew in expertise and confidence to the point that they were utilized in assisting other programs to train and develop staff.

Home instruction aides experienced little difficulty in

recruiting and involving clientel for which ABE was intended. It was found that, in many cases, whole families were involved in program activities. Aides provided many services that, while not anticipated, were vital to the success of their program. The involvement of the home instruction aide resulted in dramatic changes in the lives and attitudes of the clientel they served.

In both programs, student academic gains were above those in traditional classes. (See Ohio Module Final Report, AABEDC Publication, July 31, 1970, Morehead State University, Morehead, Kentucky.)

The success of the project has resulted in an acceptance of the individualized approach in ABE--most rural centers are now using materials, methods, etc., tested and developed as a part of this project.

The use of learning center aides has greatly increased. Greater utilization of these persons as well as home instruction personnel has been hampered by local funding levels.

The success experienced in the utilization of aides resulted in the proposal to expand their services in the areas of recruiting, counseling, and follow-up.

During the 1970-71 project year, five aides and their resource teachers received training in techniques (See appendix A) and procedures related to the new responsibilities. The results of their recruitment and follow up activities have been presented under objective 1. Data related to placement will be presented under objective 8.

The Ohio Module is confident that it has met its objective of selecting, training, and utilizing paraprofessionals to provide services that will improve and expand rural ABE programs. The specific training programs for the two years have been presented in appendix A. Additional comments and recommendations concerning the selection, training, and utilization of paraprofessionals follow.

I. SELECTION:

1. Persons should be mature and meet as many of the selection criteria as possible. See appendix B.
2. Persons should be able to drive and own or have the use of an automobile.
3. Persons should express a willingness to undertake and have time for training and additional job demands.
4. Average or above intelligence is essential if person is to provide any type of instruction.
5. Persons must be able to adjust to many situations and relate to disadvantaged sector of the population.
6. Previous participation in ABE is desirable.

II. TRAINING:

1. Preservice training time should be adequate for role person is to assume.
2. All staff members with whom the paraprofessional is to work should be included in the training.
3. Pre and inservice training should be as practical as possible. Real life situations, problems, and role playing.
4. Provide awareness of local school and community structure.

5. Provision should be made for immediate follow-up and on-the-job training.
6. Provision for feed back on paraprofessional's job problems and needs is essential.
7. Provision should be made for assessing job performance, acquisition of skills, job knowledge, etc., with positive feed back where possible.
8. Provide time for retraining. Always involve related staff.
9. Provide time for inter staff meetings and group sessions to improve communication and staff relationships.
10. Plan for career ladder so that paraprofessionals can increase in job skills, knowledge, and effectiveness.
11. Involve paraprofessionals in planning both program and training.

III. UTILIZATION:

1. Prepare job description listing requirements, duties, and responsibilities for specific work assignment for paraprofessional.
2. Define role and responsibilities and authority of supervisory and other professional persons working in program employing paraprofessionals.
3. Prepare time schedules for work and task completion. Make the work load reasonable!
4. As paraprofessionals become proficient in their jobs, provide positive reinforcement and encouragement.
5. Listen to paraprofessionals, accept their suggestions, observations, and requests. Quite often they are closer to the scene and understand the client better than the professional.

6. Promote good working relationship among staff. The paraprofessional should assist the professional to become more professional.

7. Provide for on-going staff training and evaluation. A program is only as good as the staff can make it!

8. Look for new ways that professionals can assist and serve the program. The possibilities seem unlimited!

Objective 5. To define the role and responsibility of the resource teacher or coordinator who directs the activities of the paraprofessional.

As with any new venture, problems arise which must be solved. The Ohio Module project was funded and directed through the Scioto Valley Local School District, Pike County, Ohio. Since paraprofessionals serving the program were directly employed by the Scioto Valley District, the problem concerning authority and responsibility was immediately apparent.

As was previously stated, five other school districts, through their administrative staff and boards of education, had agreed to cooperate and participate in the Ohio Module Research and Demonstration Project. During pre program meetings with local ABE directors, it was agreed that there would be a cooperative effort in all project activities that did not hinder or interupt local program operation.

Projected program activities including staff duties and responsibilities were prepared and submitted to local districts for their approval with the understanding that revisions or modifications might be made. All such changes were to be approved by local responsible persons. During

pre service orientation and training both professional and paraprofessionals were provided tentative job descriptions which included qualifications, duties, and responsibilities.

During the first months of operation, it was found that the professional responsible for the aide's activities and duties was not always available for consultation and/or training sessions. (Much was done on the job during the day while professionals were involved in regular public school work.) Usually the professional was contacted and briefed on any activities or training that had occurred in his absence. Eventually time was scheduled for a weekly meeting of staff for discussion of program activities, briefing, counsel, etc.

All groups training sessions were conducted on Saturdays or at a time when all staff members could be present.

During the two year period, many changes have been made in the job descriptions for the professional serving as a resource person for the AABEDC aide.

The current job requirements are those found agreeable at the present time. (See appendix E.) As program changes are made necessary changes in job descriptions etc. must follow.

Objective 6. To assess the appropriateness and effectiveness of the individualized instructional materials in the classroom and the "home instruction" program.

The greater academic gains made by students using programmed and other self instructional materials experienced during the previous years' project, and an increased awareness of this type of material, resulted in a greatly expanded use during the 1970-71 project year.

Six of the eight centers involved in the project and the three "home instruction" units utilized self instructional materials for the major part of the academic program. The two traditional classes, during the year, inclorporated many such materials into their programs.

In meetings throughout Ohio it has been observed that the learning center or mini-lab concept is being widely accepted and adopted as a means of providing for the educational needs of the ABE students.

Almost 100% of the instructional materials used in the Ohio Module learning labs and home instruction programs can be classed as "soft-ware". Some few tapes are used with "level one" reading and arithmetic. Teachers do, however, supplement their program with audio-visual presentations--films and filmstrips. "Career Education" materials from the Scioto Valley School's Special Purpose Library Collection have been used for "World of Work", "Job Success", and "Employment Opportunities" presentations to groups of students.

All new instructional materials selected are evaluated by teachers and often "field tested" to get student reactions. See check lists for evaluating programmed and instructional materials. (See appendix F.)

It has been determined that the appropriateness and effectiveness of the materials used depends largely on the following factors:

a) The instructor's awareness of the adult learner's educational goals and needs.

b) A reasonable assessment of the adult's functioning level in the skills to be utilized in the learning

process.

c) The instructor's knowledge of the various types of materials that would provide the instruction needed.

d) The instructor's ability to utilize the materials selected,

e) The availability of the materials.

It must be emphasized that the instructor or person using self instructional materials must become thoroughly familiar with the materials that might be used in the program.

Insufficient knowledge and awareness of available materials can only hamper the effectiveness of the program in meeting the learner's needs.

The Ohio Module Program has been instrumental in establishing a number of mini-labs in rural areas that serve a limited number of persons. The available facilities and the relatively small numbers of students served limit the number and quantity of instructional materials that can be stored and utilized at any one time. To alleviate the problem of not having materials available to the learner, the Ohio Module has established a large rather comprehensive library of self instructional materials in the learning center at Piketon High School. Funds from local, state, and Federal sources have been utilized in this facility. Instructors in the centers operated by the Scioto Valley District and the home instruction aides have access to this "bank" of materials. Requests for specific materials needed by any instructor are usually supplied in one or two day's time. This organization and distribution of materials in this manner has proved very successful in serving a large sparcely populated area.

As new materials are selected for the program, efforts are

made to aquaint staff, individually or through inservice, with the program content and instructional procedures.

Perhaps the greatest lack in the Ohio Module's collection is in the area of appropriate materials in basic skills instruction for the "level one" adult. Teachers indicate that there is a great need to have such materials produced. Many of the materials used currently are modifications of those used in the primary grades in public school.

As previously stated, the previous year's comparision of the academic gains made by students in the different types of ABE programs included in the Ohio Module Project greatly influenced the expanded use of individualized instructional materials. Since none of the programs in the current year were operated entirely without such materials, such data could not be compared.

Tables III and IV indicate the academic gain made by students utilizing programmed materials during the 1970-71 project year as compared to a similar group in the previous year. (See tables III and IV on page 24.)

Both tables indicate an increase in student contact hours. The total gain for students in both reading and arithmetic is not significantly different. The average hourly gain is slightly lower in the current year. The larger percentage of Level I and II students included in the 1970-71 data may account for the slight difference.

Since the TABE test, Level E, used to evaluate academic gain with the Level I student does not include language arts test, and this data was not compiled on other students during the previous year, no comparison is made. Results of the 1970-71 data collection are present in table V, page 25.

TABLE III

Comparative gains in Reading Achievement made by Ohio Module AABEDC students using individualized instructional materials

Number tested, Pre & Post	1960-70 (178)	1970-71 (173)
Total Hours logged	9,319.5	9,975.5
Average hours/student	52.35	57.66
Total grade equiv/months gained	3,547.0	3,398.0
Average grade equiv/months gained per student	19.92	19.64
Average hourly gain/grade equivalent months	0.038	0.034

TABLE IV

Comparative gains in arithmetic achievement made by Ohio Module, AABEDC students using individualized instructional materials.

Number tested, Pre & Post	1969-70 (176)	1970-71 (173)
Total hours logged	7,464.5	8,383.5
Average hours/student	42.41	48.46
Total grade equiv/months gained	3,100.00	3,097.00
Average grade equiv/months gained per student	17.61	17.90
Average hourly gain in grade equivalent months	0.0415	0.037

TABLE V

Academic gains made in language arts by Ohio Module AABEDC Students using individualized instructional materials.

Number tested - Pre & Post	1969-70 (Not available)	1970-71 (152)
Total Hours logged	N.A.	6,668.5
Average hours per student	N.A.	43.87
Total grade equiv/months gained	N.A.	2,332.0
Average grade equiv/months gained per student	N.A.	15.34
Average hourly gain/ grade equavalent months	N.A.	0.035

The date presented in table V shows less general gain in Language arts, when compared to gains in reading and arithmetic. This might be accounted for by the fact that centers operated by the Ohio Module AABEDC do not encourage formal presentation of English grammar materials until the adult is performing at a 6.0 level of reading or above. Below this level, reading, vocabulary building, and in most cases, spelling is emphasized more than English usage.

The data does, however, present a favorable comparison of gain in relation to average gain per student vs. average hours per student.

In summary, teacher and paraprofessional reaction to the individualized approach to ABE has been positive. The use of programmed and other self instructional materials provides the opportunity to help individuals and often small groups meet

educational needs. The learning laboratory approach provides increased opportunities for individual interpersonal relationships with students. Individual needs and goals are more readily identified and the teacher can more easily provide supplementary assistance and counseling.

The extent to which interpersonal relationships develop depend largely on the teacher's interest and effort. In general, the learning lab approach develops an awareness for the individual that is not as observable in traditional classes.

Objective 7. To develop an annotated list of instructional materials that might be used by paraprofessionals in providing "home instruction".

The home instruction component of the Ohio Module Project might best be described as a "back-seat" mobile unit.

The home instruction aide, after recruiting, enrolling, and interviewing the ABE student, describes the instructional procedures and administers, with the student's permission, placement inventories to determine the functioning level in the basic skills of reading and arithmetic.

Using the information gathered during the interview, expressed and implied goals, etc., and the placement assessment data, the aide and resource teacher plan a beginning program for the student.

Since materials must be left in the home for the student's use, the aide must plan ahead and anticipate the amount of instructional material that might be utilized during the week.

A variety of materials, usually programmed and other self instructional materials, are provided for the home bound student. Specific instructions for utilization of materials is provided by the aide. These include procedures for self checks and

administration of progress tests. Normally students are not assigned work beyond the next progress or unit test. These are usually administered and checked by the aide during her weekly visit to the home.

Additional duplicated materials for drill and reinforcement of skills and concepts are frequently provided. With instructions for use and keys for self checking.

Pleasure reading materials on the student's level are provided when necessary. These are often in the form of periodicals, pamphlets, adult readers, paperback books, etc.

The materials to be used are gathered from many sources including the aide's basic collection, the local ABE program, the resource collection housed in Piketon High School, other teachers, agencies, and business and industry. Often teacher or aide prepared materials are used to reinforce or reteach concepts and skills.

It would be difficult to list and evaluate the many supplementary materials that resourceful home instruction aides have provided for their students. Many materials included related to consumer education, legal aid, health and nutrition, clothing, family planning, insurance, social security, and a variety of other topics that might inform the adult learner.

A basic, certainly not comprehensive list of commercially prepared instructional materials is included in this report. See appendix F. These materials have been found appropriate for use in the Ohio Module's home instruction program.

The supplementary materials provided by innovative and resourceful staff have proved to be an invaluable part of this program and have contributed greatly to academic gain and maintaining student interest in the program.

Objective 8. To significantly improve the counseling, placement and follow-up services in local ABE programs.

Rural ABE programs, working on small budgets and serving small numbers of persons over wide geographic areas, experience difficulty in acquiring and/or utilizing the services of professional counselors.

From the beginning of its demonstration-research activities in 1968, the Ohio Module has stressed the importance of utilizing the teacher as a counselor. Continued inservice training has been provided to develop awarenesss for counseling. The previous year's project provided such training for both teachers and aides. If it is to be successful, the ABE program can not ignor the many personal needs of its students. The learning lab and home instruction programs lend themselves to the development of those inter personal relationships that can help identify high priority needs of the student. Such an awareness, coupled with the knowledge of those available resources which can assist in aleviating the problem can only help to hold the adult learner, contribute to his well being, and motivate the learning process.

The increased involvement of students as well as the holding power of the local programs relate directly to the counseling and follow-up activities of the ABE staff. See tables I and II on pages 7a and 7b.

A better linkage with supportive agencies has resulted in a greater number of referrals. Data supplied in Table II, page 7b, indicates that approximately one out of four students enrolled was referred by a supportive agency.

The Ohio Bureau of Employment Services has, through its Work Incentive Program, provided much service in referring students

to the programs. In turn, this agency has assisted in placing a number of ABE students in jobs or Manpower Training Programs. See appendix G. County Extension Services, Public Health Departments, Vocational Rehabilitation, Pike County Bar Association, and local Community Action Agencies have all contributed greatly by providing services and materials for ABE students.

Much of the counseling has not been documented. Some instances where referrals were made have been logged and the outcomes recorded. See referral sheets, appendix G, page 79 and 79a.

As was previously stated, the opportunities for increased inter-personal relationships with individual students are provided through the individualized instruction programs. The extent to which these relationships produce positive outcomes for the ABE program depends largely on the interest and efforts of the staff.

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AABEDC COMPONENTS

PARTICIPANTS IN PLANNING

1. Have your ABE students had an input into the planning of new ABE programs in your module?

ABE students have influenced planning of local ABE programs. While no new programs were started during the 1970-71 year, all local programs operating less than four days per week scheduled classes according to the time and days most convenient for the the students. If possible, home instruction students are scheduled on the day and time that would be most convenient.

Two centers have moved classes, within the building, to accommodate students. In one center, this entails moving materials and equipment twice during the evening. At the request of the majority of the students, the Beaver, Ohio, Center was moved from the high school to the elementary school cafeteria.

Summer program schedules are changed to meet the needs of persons who work evenings.

All persons involved in an individualized instruction program are consulted concerning their program content.

Students are involved in the planning and scheduling of group activities.

Home instruction students must approve of any program visitors accompanying the aide into the home.

2. Do your ABE students have any way of adjusting the on-going program (a) individually, and (b) as a group?

Individuals may and do request changes in program content, materials and schedules. If reasonable and practical, all such requests are honored.

Individual requests that might involve the group are usually presented to the group for discussion and decision.

Group consensus has a definite affect on program. As was previously mentioned, program group activities, time and plan are determined by the majority of the students.

Individual and group feed back is elicited through questionnaires, discussion, and letters. See appendix H.

3. Include clients positive and negative assessments of your program.

Examples of individual's letters and the tabulation of the questionnaire are presented in appendix H.

OUTREACH

1. What methods did you use for recruitment?

The following methods were used to recruit new students during the current project year:

a) Recruiters - AABEDC aides recruited in local communities for local ABE programs as well as their own program. During the year these aides contacted referrals and leads to potential students.

ABE teachers were involved in some recruitment activities. They were responsible for securing local drop-out lists, preparing and distributing phamplets and other recruitment materials through local schools. Some met with P.T.A.;s, community groups, business and industry,

ministers, called former students, and other potential enrollees.

CAC community aides distributed leaflets, provided some direct recruiting, and provided leads to other potential students.

Ohio B.E.S. representatives were responsible for many referrals and directed a number of WIN enrollees into the programs.

Many former and current enrollees were responsible for recruiting new students. See table II, page 7b.

Media

All local media was utilized in the recruitment process. All materials contained in the AABEDC recruitment kit except billboard materials were utilized.

Local cable TV was used in Chillicothe and Portsmouth, Ohio. AABEDC Film clips were presented 28 times, during a two week period in September and October.

Leaflets, school notices, and individual cards and letters were distributed or mailed to potential students.

Five local radio stations ran approximately 200 spot announcements during the year.

Local newspapers published articles on programs and "Open the Door" materials from the Recruitment Kit. See appendix I.

3. Does your staff contact students who miss sessions?

AABEDC aides serving local programs made every effort to contact students who had missed two or more sessions without contacting the teacher or aide. Methods employed were home visits, phone calls, mailings of cards, letters, and leaflets, and indirect contact

through students, friends, and neighbors.

Teachers and other adult education students were involved in program follow-up on absentees.

Agency representatives from CAC and welfare departments provided some assistance.

It has been determined that the most effective way of reinvolving students is through personal contact either by visiting the home or telephoning.

The Ohio Module's improved attendance is the direct result of a concerted effort to contact all persons who were classes as absentees.

Retention

1. What are the reasons given by your students for participation?

Reasons given for enrolling are*

a)	To gain employment	104
b)	To get a better job	33
c)	Self improvement	87
d)	To be able to help children in school	93
e)	To gain a H.S. Equivalency (GED)	242
f)	To qualify for job training	27
f)	To learn to read and write	7
h)	No reason	4

* Many students gave more than one reason. A majority indicated that a high school equivalency certificate was their ultimate goal.

2. What are the reasons given for withdrawl.

a)	Gained employment or a better job	27

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b) moved	7
c) illness & pregnancy	6
d) family problems, child care, etc.	13
e) passed GED	32
f) working hours changed	16
g) lack of transportation	6
h) entered job or skill trg.	9
i) lost interest or no reason	23

It is to be noted that there is some duplication such as: GED and job training, gained employment and moved. A total of 107 withdrawls were recorded during the year. Follow-up provided information on many who did not inform the staff prior to withdrawing. Withdrawal data as of August 10, 1971.

3. Have you isolated any program characteristics that are necessary to high retention?

Findings of the Ohio Module Project would indicate that the teacher or person who works directly with the student in the program is the one major reason for retention of drop-outs.

As has been previously stated, the individual interpersonal relationship that develops between teacher and student contributes most to holding power and program success.

Certainly many other factors contribute to retention. These can only be a direct result of the interest and effort made by the teacher in developing a program to meet the needs of the individual student.

DIAGNOSIS

1. What methods are used in your program to identify learning

levels and learning difficulties of individual students?

The individualized, self instructional ABE program is based on the student's ability to progress at his own speed through materials that are appropriate for his functioning level. As progress is made, the functioning level improves and he is able to aquire higher level skills and knowledge.

Initial placement is therefore vital to the success and retention of the new student. The student, unless he is completely illiterate, must begin in materials that can provide immediate success.

Placement begins with the initial interview and enrollment. The interviewer through eliciting responses to questions and by suggestion can usually determine an approximate level of performance. Vocabulary, previous experience both job and schooling, as well as general ability to verbalize are good indicators of functioning level.

The Ohio Module, in training personnel, has developed rather strict guidelines relating to pre assessment for placement in materials.

The interviewer, after explaining the program and providing orientation to a variety of materials rarely has difficulty in administering formal or informal placement inventories. Depending on the estimated level and goals of the student, placement inventories are administered in reading and/or arithmetic.

Formal approaches utilized are:

a) Read for Understanding Power Test and a correlated placement chart which places the student at a level below his instructional level. This test is administered to persons estimated at performing at or above grade 4.0 in reading.

b) Carter Math Placement Inventory - A power test ranging from basic number identification through beginning algebraic equations. A placement chart accompanies this instrument.

Persons identified as functioning at Level I are usually given informal assessment such as word recognition, simple Level I sentence reading, or placement inventories accompaning level I materials.

Illiterates are not tested!

All placement methods have proved effective. It is to be noted that training and practice in the interview and orientation process is essential to success in determining the appropriate level on which to administer formal or informal inventories.

A basic rule in placement is to be sure that the student can immediately experience success. It is much easier to assign the student more difficult material, if placed too low, than to assign him to lower level materials.

After the student has been successfully placed and is making some degree of progress in his program, an attempt is made to assess the achievement level and to diagnos his learning difficulties. In very few instances has the student been unwilling to take an achievement battery or some appropriate diagnostic instrument. It has been found that the student is often eager to be tested.

Caution and an awareness of the student's self image are extremely important when interpreting test results.

The Ohio Module uses the California Test of Adult Basic Education, Levels E, M, and D, forms 1 and 2, for pre and post testing purposes. These tests yield grade equivalent

scores. Item analysis is extremely helpful in identifying weaknesses and learning difficulties. Other diagnostic and assessment instruments that have and are being utilized include:

a) Slosson Oral Reading Test yields grade level score through oral reading of graded word lists.

b) Informal paragraph reading. Its format includes paragraphs on ascending levels of difficulty. Each paragraph has questions which yield comprehension checks. When student reaches frustration level teacher continues to read paragraphs and elicit oral responses to questions. This exercise yeilds verbal functioning level.

Other instruments such as Hulesman Word List are used to diagnos reading difficulties, dyslexsia etc. All programmed instruction materials have progress tests.

The Ohio Module has found testing and student assessment vital to student progress and program evaluation. In no case should a test be given if the student is unwilling or there is no need for the information it will yeild. Tests and their results are only worthwhile if the information they give is put to some good use.

MANPOWER AND VOLUNTEERS.

1. How many professionals, paraprofessionals, and other paid and volunteer staff have been involved in your module?

The Ohio Module staff includes a project director, nine professional ABE teachers or learning center coordinators, three full time home instruction aides, one full time learning lab technician, three part-time learning lab technicians, one teacher aide, and one part-time clerk secretary.

Four professional ABE educators have provided consultant services for inservice training during the year.

A total of fourteen part-time volunteers have served the program providing child care, transportation, and tutorial services to five of the centers.

2. What kinds of training and informal pre service and in-service training have they received this year.

See appendix "A".

MATERIALS.

1. What ABE materials do you especially recommend? Why?

See objective six, page 20.

2. What materials have you found particularly unserviceable?

See objective six, page 20.

3. Has your staff developed new materials this year?

Only those related to drill and reinforcement of concepts. These are related to text book exercises.

METHODS.

1. What methods of instruction do you especially recommend?

See objective six, page 20.

2. What methods of instruction have you found particularly unserviceable?

Group instruction was almost eliminated in the program. One program continues to use some such activities. Student progress is generally hampered by this type of instruction. Retention and attendance problems are greater.

COUNSELING.

1. Do you have counselors serving your ABE program?

See objective eight, page 28.

2. Do your teachers have formal or informal counseling duties?

See objective eight, page28.

PLACEMENT.

1. Do you have ways of placing your ABE and GED students and graduates in jobs and training programs where appropriate?

See objective eight, page 28.

FOLLOW-UP.

1. Do you have a method of discovering what happens to your graduates and withdrawals?

Personal contact and feed back from questionnaires provide much information. Many students stay in contact with the teachers and aides and often communicate through other students.

Former students are invited to attend group gatherings- Christmas parties, Awards Dinners, etc.

2. What have been the results of your follow-up?

See appendix H.

BUSINESS AND INDUSTRY.

How do you work with business and industry?

Local industry cooperates in recruiting activities and frequently will respond to request for placement information, etc.

Local business permit posters to be displayed and have, on occassion, employed former ABE students.

The Scioto Valley District anticipates opening an ABE program on the Goodyear Atomic Corporation plant site during the summer months. If successful, this venture should do much to improve working relationships with all other industry in the area.

AABEDC

OHIO MODULE

STATE SUPPORT

The Ohio Department of Education, Division of Federal Assistance has funded the operation of local ABE programs serving the AABEDC, Ohio Module. Inital funding for programs was approximately, $ 26,500.00 (90% Federal, 10% State). Additional funding, estimated at $ 9,000.00, has permitted local programs to operate through the summer months. It is anticipated that the Ohio Department of Education will assume the funding of the home instruction component under a special grant for the next fiscal year.

Local inkind contributsions include:

a) Use of facilities, utilities, and equipment for program operation and inservice, approximately $ 5,500.00

b) Local inkind service from public school personnel: 320 hours at $ 7.00 per hour for professionals, $2,240.00. Non professional services, approximately 200 hours at $ 3.00 per hour = $ 600.00.

c) Volunteer services - approximately 420 hours at $ 200 per hour = $ 820.00.

d) Services from other agencies, approximately 60 hours professional service at $ 6.00 per hour = $ 360.00. Approximately 50 hours non professional services (CAC aides, etc.) at $ 2.00 per hour = $ 100.00.

Total estimated state, local support, and inkind contributions, $ 45,120.00.

AABEDC

OHIO MODULE

SPREAD

The following changes in rural Ohio ABE programs have been observed during the AABEDC project years:

1) Increased enrollment and improved retention.
2) Majority of ABE programs have adopted learning lab or mini-lab concept.
3) Increased local inservice training related to staff development and program improvement.
4) Increased public awareness of ABE program.
5) Better cooperation with supportive agencies.
6) Greater use of paraprofessionals.
7) Program operation extended through summer months.
8) Program expanded - many new programs have opened in the Appalachian Region. It is anticipated that three additional classes will be initiated during the next fiscal year.
9) State support for use of paraprofessionals in recruitment and learning labs has increased.
10) Staff from the region has participated in State and Regional Workshops.
11) Staff has demonstrated leadership in adult education associations.

It is hoped that the Ohio Module's success and exposure has influenced programs outside Ohio. During the three year period, the Ohio Module has corresponded with and provided information to a great number of programs throughout the United States.

A number of observers from other states and one foreign country have visited the program and sought information concerning it.

RECOMMENDATIONS

The Ohio Module project's apparent success in the utilization of paraprofessionals in a variety of roles would indicate that an expanded use of the services and talents of these persons would be essential to improvement of program.

It is recommended that the home instruction component be continued and if at all possible expanded to serve a pressing need in the rural areas of Ohio.

It has been suggested that the Ohio Module test the feasibility of providing early childhood activities through its home instruction program. In view of the number of preschool age children residing in the homes visited and the parent's expressed interest in their children's education, it would appear feasible to initiate such a program.

The recommendation for further demonstration and research activities through the Ohio Module would be to conduct a feasibility study of the home instruction program's potential in training and involving parents of preschool age children in early childhood activities through ABE related instruction.

The lack of professionally trained Adult Basic Educators and the low level of national funding for the Adult Basic Education Program present obsticules to future expansion and improvement of the program. The Ohio Module and a number of other similar programs have and are demonstrating a practical and economical approach to expanding and improving ABE services through the utilization of trained paraprofessionals.

It is recommended that ABE programs explore the possibilites of training and utilizing persons from the target population to affect desirable changes through Adult Basic Education. This method of

attacking the literacy problem that confronts the disadvantaged sector of our population would create employment, that does not currently exist, and provide models of self improvement and upward mobility within the group to be served.

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APPENDIX "A"

(STAFF DEVELOPMENT)

APPENDIX "A"

PRE-SERVICE STAFF DEVELOPMENT WORKSHOP
EVALUATION

I. General Aims and Objectives

1. Each participant will be able to adequately define his role, duties, and responsibilities in the Ohio Module Field Unit's applied research project.
2. Each participant will be able to describe and identify programmed or self-instruction curriculum materials and demonstrate an understanding of the philosophy behind their utilization.
3. Each participant will be able to conduct an initial interview for the purpose of explaining the program and enrolling new students.
4. Each participant will be able to administer, score, and evaluate placement, progress tests, and achievement betteries related to the program.
5. Each participant will acquaint himself with the cooperating agencies, their service, and referral procedures.
6. Each participant will be able to conduct an individual counseling session and provide educational, personal-social, and vocational information and referral.
7. Each participant will develop a programmed instructional curriculum related to specific beginning levels and expressed student needs or goals.
8. Each participant will demonstrate efficiency in developing and maintaining student records and reporting procedures related to this project.
9. Each participant will develop a notebook, for reference, which will include instructions and information related to his specific duties and responsibilities in this project.

II. Specific Aims and Objectives

1. Each participant will describe his role, duties, and responsibilities as a member of tne Ohio Field Unit Staff.
2. From a variety of instructional materials, the participants will select at least five items in the area of reading and five in mathematics that can be classed as programmed or self-instruction curriculum materials and will explain procedures used by the student and the method of checking progress.

3. Each participant will, in a practicum situation, conduct an initial interview, explain the ABE program, and provide an orientation to the use of programmed instruction curriculum materials.

4. Each participant will administer, score, and evaluate the various types of placement instruments used with programmed instruction and demonstrate proficiency in placement in beginning programs.

5. Each participant will administer, score, and profile one or more forms of the achievement battery (TABE) to be used in pre and post testing.

6. Each participant will administer, score, and evaluate two or more types of progress and unit tests and provide program recommendations related to the outcomes.

7. Each participant will become familiar with the scope and sequence of materials available to them and will be able to develop a longitudinal course of study related to a variety of student needs.

8. In a practicum or role playing situation, each participant will conduct a counseling session and provide educational, vocational or personal-social counseling, information, or referral as the situation indicates.

9. Each participant will complete record forms, compile a student record folder, and demonstrate efficiency in reporting data gathered.

10. Each participant will compile all prepared materials plus notes and practicum work in a notebook for future reference.

PRESERVICE WORKSHOP

MONDAY, AUGUST 25, 1969

PIKETON HIGH SCHOOL
Piketon, Ohio

9:00	SESSION I Overview of project, Individual Roles and Responsibilities.
10:30	SESSION II Orientation to Programmed Learning
12:00	Lunch
1:00	SESSION III Practicum Enrollment and interview Techniques (Video-Taped for self-evaluation).
3:00	SESSION IV Practicum assessment, placement, testing, entry level skills, student orientation to materials.
5:00	Adjourn

PRE-SERVICE WORKSHOP

TUESDAY, AUGUST 26, 1969

PIKETON HIGH SCHOOL
Piketon, Ohio

9:00	Practicum Progress Testing, Recording, Reporting, Terminal Testing
11:00	Program Planning, Scope and Sequence of Materials, Materials Available.
12:00	Lunch
1:00	Coordinators' Role in the Lab, Record Keeping, Student Records, Reporting.
2:00	Psychological Aspect of Adult Basic Education and Programmed Instruction- Dr. Edward Wallen, Educational Psychologist, Rio Grande College, Rio Grande, Ohio.
3:00	Practicum Administration, Scoring, and Interpretation of TABE
5:00	Adjourn

PRE-SERVICE WORKSHOP

WEDNESDAY, AUGUST 27, 1969

PIKETON HIGH SCHOOL
Piketon, Ohio

9:00	Orientation for Teacher-Counselor Aide, Home Instruction.
10:00	Review Session - Practicum in working with Programmed Instructional Materials, Testing, Placement, Student Orientation.
12:00	Lunch
1:00	Advantages and Disadvantages of Programmed Instruction
2:00	Awareness of student's needs, services of cooperating agencies and organizations, referral, etc.
4:00	Review of Workshop and Evaluation
5:00	Adjourn

APPENDIX "A"

AABEDC - OHIO MODULE

STAFF INSERVICE TRAINING

FEBRUARY 28, 1970

Teacher Awareness in Guidance and Counseling

A Multi-Media inservice program prepared by the University of Texas for teachers and supportive staff in Adult Basic Education.

SESSION I

AGENDA

I. Introduction to program and pre assessment inventory.

II. Administration and scoring of inventory - Discussion.

III. Awareness of Human Needs, Part I, Discussion and review.

Lunch

IV. Awareness of Human Needs, Part II, Discussion and review.

V. Dropouts - Discussion and review.

APPENDIX "A"

AABEDC

OHIO MODULE

STAFF

INSERVICE TRAINING

March 7, 1970

Teacher awareness in Guidance and Counseling

SESSION II

9:00 AM	I.	Emotional Needs of Adult Students Discussion
10:15		Coffee Break
10:30	II.	Domestic Problems Affecting Performance Discussion
12:00		Lunch
1:00 PM	III.	Community structure Impact on Illiterate Adults - Discussion
2:30	IV.	Referral Services Available to ABE Students - Discussion of local services.
4:00		Adjourn

Appendix "A"

AABEDC

OHIO MODULE

STAFF

INSERVICE TRAINING

March 14, 1970

Teacher awareness in Guidance and Counseling

AGENDA

9:00 AM	I.	Education of ABE student, Part I, Discussion
10:20		Coffee Break
10:30	II.	Education of ABE student, Part II, Discussion
12:00		Lunch
1:00	III.	Methods of Placing the ABE student, Discussion of Local opportunities.
2:30	IV.	Summary and Conclusion - Review - Discussion
4:00	V.	Post assessment

APPENDIX "A"

AABEDC

OHIO MODULE

PIKE, ROSS, SCIOTO COUNTY

PROGRAM PLANNING

AUGUST 20, 1970

AGENDA

10:00	Proposed Project Activities for 1970-71 year - Max W. Way, Director Reactions from local directors and coordinators, questions and answers.
12:00	Lunch
1:00	Development of responsibilities and duties of AABEDC staff - all.
3:00	Agreement on 1970-71 Program thrust.
	Adjourn

APPENDIX "A"

AABEDC

OHIO MODULE

STAFF PRESERVICE TRAINING

SEPTEMBER 12, 1970

AGENDA

9:30	Coffee and donuts
10:00	Program Direction for 1970-71 - Max Way
10:30	Roles and Responsibilities of AABEDC Staff - Max W. Way
	Questions and Answers
12:00	Lunch
1:00	Orientation to AABEDC Recruitment Package - Discussion
1:30	Recruitment Techniques - Group discussion
2:20	Break
2:30	Review of interview and placement procedures for ABE - Questions and answers.
3:30	Checking student progress - Testing and interpreting - Max Way
4:00	Record Keeping and reporting procedures -
	Review of AABEDC Forms - Questions and Answers
5:00	Adjourn

APPENDIX "A"

SCIOTO VALLEY LOCAL SCHOOLS

ADULT BASIC EDUCATION PROGRAM

SEPTEMBER 19, 1970 PIKETON HIGH SCHOOL

STAFF PRESERVICE TRAINING

AGENDA

10:00	I.	Aims and objectives of ABE - Max Way, Director
10:45	II.	Local Program Development Group Discussion - Student Feed Back, etc.
12:00		Lunch
1:00	III.	Community Resources - Supportive Services for student and program Needs - Group discussion
2:00	IV.	Staff roles and responsibilities - Questions and answers.
2:45		Break
3:00	V.	Program responsibility to AABEDC Project - Questions and Answers.
4:00		Adjourn

APPENDIX "A"

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

ADULT BASIC EDUCATION PROGRAM

October 10, 1970 PIKETON HIGH SCHOOL

STAFF DEVELOPMENT

ABE INSTITUTE

9:30	Register - Coffee and donuts.
10:00	Introduction to ABE - Henry Dillon
10:30	Introduction to Placement - Inventory Henry Dillon
11:00	Coffee break
11:15	Practicum with placement inventory - Henry Dillon
12:00	Lunch
1:00	Orientation to Individual Reading Test and administration of the test - Howard Neekamp
2:00	Practicum in Individual Reading Test Administration and Interpretation - (Group Activity)..
3:00	Questions and answers - Henry Dillion & Howard Neekamp
3:30	Adjourn

APPENDIX "A"

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

ADULT BASIC EDUCATION PROGRAM

October 31, 1970 PIKETON HIGH SCHOOL

STAFF DEVELOPMENT

ABE INSTITUTE

9:30	Registration - Coffee & Donuts.
10:00	Readability Levels - Howard Neekamp Basic Skills, Phonic Analysis, Structural Analysis, Comprehension
11:00	Break
11:15	Continue activity - Questions and Answers - Howard Neekamp
12:00	Lunch
1:00	Improving Reading Comprehension and Questioning ability of adults - Howard Neekamp
2:00	Request procedures - Howard Neekamp Questions and Answers.
3:00	Adjourn.

APPENDIX "A"

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

ADULT BASIC EDUCATION PROGRAM

November 14, 1970 PIKETON HIGH SCHOOL

STAFF DEVELOPMENT

ABE INSTITUTE

9:30	Register - Coffee & Donuts
10:00	Diagnosis of Reading Difficulties - Henry Dillon
11:00	Practicum in diagnostic Techniques - Group activity - Questions and Answers - Henry Dillon
12:00	Lunch
1:00	Remedial and Development Techniques with the Adult Learner - Henry Dillon Questions and answers
2:00	Planning the Adult's Reading Program - Appropriate Materials and activities - Henry Dillon Questions and Answers
3:00	Adjourn

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

ADULT BASIC EDUCATION PROGRAM

November 21, 1970 PIKETON HIGH SCHOOL

STAFF DEVELOPMENT

ABE INSTITUTE

9:30	Registration - Coffee & Donuts
10:00	Teaching - Learning Techniques CLOZE - SQ3R - D,R,T,A - Henry Dillon
11:00	Break
11:15	Continue activity
12:00	Lunch
1:00	Comprehension skills related to subject matter - Henry Dillon Questions and answers.
2:00	Break
2:15	Developing a Reading Skills Kit - Henry Dillon Questions and answers.
3:30	Adjourn.

APPENDIX "A"

AABEDC

OHIO MODULE

STAFF INSERVICE MEETING

DECEMBER 5, 1970

AGENDA

10:00	Request for AABEDC Student Information - Forms, Reporting, Questions and Answers - Max W. Way
11:00	Administration and Interpretation of ITED for Pre GED assessment - Max Way
	Questions and Answers
12:00	Lunch
1:00	Local program progress, problems, needs - Group discussion - Home instruction program
2:00	Orientation to new materials
	Staff presentation and evaluation
2:45	break
3:00	Follow-up procedures - Visit, Call, Write, etc.
3:30	Adjourn.

APPENDIX "A"

OHIO AABEDC MODULE

STAFF MEETING

AGENDA

Saturday,
February 27, 1971 PIKETON HIGH SCHOOL

I. Review of Interim Report

Activities:

Data:

II. Activities of Remainder of year.

Inservice

Data - Student & Materials - Group discussion.

III. Newsletter - area?

Pictures and articles - Group discussion.

IV. Questionnaires and evaluation

Student reactions to the program (letters)

Teacher reactions

Aide reactions - narrative.

V. Future direction of AABEDC and Ohio Module?

Local involvement - Program thrust

Research and Demonstrations

APPENDIX "A"

AGENDA

SCIOTO VALLEY LOCAL

ADULT BASIC EDUCATION

APRIL 24, 1971

I. Review of Use of Programmed and Self Instructional Materials - Staff presentation - Evaluations

II. Year End Data Gathering

a) Testing
b) Demographic
c) Withdrawals
d) Time

III. Reporting Procedures

Forms - When completed - Where Submitted

IV Summer Program

a) Operation
b) Recruiting
c) Materials
d) Levels

V. Awards Dinner? May? June?

Group discussion - Contact students.

APPENDIX "A"

APPALACHIAN ADULT EDUCATION CENTER - OHIO MODULE

STAFF MEETING - JUNE 17, 1971

AGENDA

9:00	I.	Progress Report - 1971 Program - Staff presentation
10:15		break
10:30	II.	In-Kind contributions - Local Center Reports
11:30	III.	Plans for Summer Training (Non-credit, Credit)
12:00		Lunch
1:00	IV.	Directions for Fy-72 Program Staff Questions - Comments.
2:00	V.	Thursday, June 24th Meeting - Awards Dinner Number of certificates - Potential attendance.
3:00		Adjourn.

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APPENDIX "B"

(SELECTION CRITERIA)

APPENDIX "B"

CRITERIA FOR SELECTION OF PARAPROFESSIONALS TO BE TRAINED TO WORK IN THE OHIO AABEDC PROJECT

In the selection of persons to be trained to work as paraprofessionals in the Ohio Module of AABEDC, the following criteria should be used as guidelines.

It is understood that no one person will meet all the selection criteria; however, every effort should be made to select persons who will prove effective in the pursuit of their duties.

The persons employed for training and experience in the AABEDC Project should:

1) Be mature in judgement and actions.
2) If possible, be a native or familiar with the community and population to be served.
3) Show average or above average intelligence.
4) Be from a disadvantaged home background or have had experience in working with people from this environment.
5) Be able to relate well with other people, both adults and children.
6) Have a desire to help others.
7) Be emotionally stable.
8) Be familiar with the community structure.
9) Display enthusiasm for this type of work.
10) Be able to take direction.
11) Be resourceful.
12) Have a pleasing personality.
13) Be able to easily meet and converse with others.
14) Be familiar with the local school system structure.
15) <u>If possible</u>, <u>be a former successful ABE student</u>.
16) Be in good health.
17) Be neat and display good grooming.
18) Be dependable and prompt.
19) Have no apparent family problems.
20) Be able to drive and have own automobile available if employed as home instruction aide.

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APPENDIX "C"

(DEMOGRAPHIC DATA)

APPENDIX "C"

DISTRIBUTION OF OHIO AABEDC POPULATION BY SEX AND RACE

Sex			Race		
Female	179	- 59%	White	296	- 98%
Male	124	- 41%	Negro	7	- 2%
			Other	0	

YEARS IN COMMUNITY

No Information	10	- 3.3%
1-4	51	- 16.8%
5-9	34	- 11.2%
10-14	30	- 9.9%
15-19	56	- 18.5%
20-24	50	- 16.5%
25-29	22	- 7.3%
30-34	13	- 4.3%
35-39	10	- 3.3%
Over 40	27	- 8.9%
	303	

MARITAL STATUS

Single	44	- 15%
Married	232	- 77%
Other	25	- 8%

NUMBER OF CHILDREN AT HOME

	Parents with # of Children	Total Children	% of Parents with # of children
0	62	0	20.5%
1	50	50	16.5%
2	59	118	19.5%
3	40	120	13.2%
4	31	124	10.2%
5	18	90	5.9%
6	16	96	5.3%
7	7	49	2.3%
8	5	40	1.7%
9	3	27	1.0%
10	6	60	2.0%
11	4	44	1.3%
12	1	12	.3%
No Information	1	0	.3%
	303	830	100 %

OHIO AABEDC PARTICIPANTS BY AGE GROUP

AGE	NUMBER	%AGE
Under 20	29	9.6%
20-24	60	19.8%
25-29	48	15.9%
30-34	49	16.2%
35-39	47	15.5%
40-44	31	10.2%
45-49	11	3.6%
50-54	10	3.3%
55-59	7	2.3%
Over 59	4	1.3%
No Information	7	2.3%
	303	100 %

STUDENT'S PUBLIC SCHOOL EDUCATIONAL LEVEL

Grade Completed 0	0	
1	14	4.6%
2	0	
3	12	4.0%
4	5	1.7%
5	11	3.6%
6	12	4.0%
7	28	9.2%
8	43	14.2%
9	54	17.8%
10	68	22.4%
11	50	16.5%
12	4	1.3%
No Information	2	.7%
	303	100 %

WHERE STUDENT COMPLETED LAST GRADE LEVEL

In State	245	80.9%
Out of State	49	16.2%
No Information	9	2.9%

PARENTS' EDUCATION

MOTHER Highest Grade Completed			FATHER Highest Grade Completed		
Unknown	100	33.0%	Unknown	127	42.0%
0	4	1.3%	0	7	2.3%
1-3	11	3.6%	1-3	20	6.6%
4-5	22	7.2%	4-5	21	6.9%
6-8	115	38.0%	6-8	94	31.0%
9-11	32	10.6%	9-11	18	5.9%
12+	19	6.3%	12+	16	5.3%
	303	100 %		303	100 %

CURRENT WORK STATUS *

Full Time	77
Part Time	20
Seeking Work	96
Not Seeking	61
Placed through this project	102
Unable to find	94
Keeping House	90
In School/Training Program	12
Retired	2
Disabled	14
Other	10
No Information	11

* Some participants checked more than one blank under this category, for example, Seeking Work and Unable to Find or Keeping House, etc.

ABE BEFORE

Yes	72	23.8%
No	223	73.6%
No Information	8	2.6%
	303	100 %

PASSED G.E.D. THIS YEAR

Yes	32	10.6%
No	271	89.4%

TYPE OF INSTRUCTION OF ABE STUDENTS

Home Instruction	- 71	23.4%
Learning Lab	-198	65.4%
Traditional Classes	- 34	11.2%
	303	100 %

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APPENDIX "D"

(SAMPLE, RECORD KEEPING)

APPENDIX "D"

SCIOTO VALLEY LOCAL SCHOOLS

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Piketon, Ohio

VISITATION REPORT

Project AABECD I.D. # 42

Person making visit [redacted] Date 10-27-70

Referred by other ABE student Date of Referral 10-20-70

Person visited [redacted]

Address Route #2

Piketon, Ohio 45661

Telephone number No phone

REASON FOR VISIT:

ABE recruiting for home visitation.

SUMMARY OF DIALOGUE OR ACTION:

10-27-70 This lady was warm and out-going. She had five sons and one daughter. All were gone from home except for one son, age 17. He had been wanting to quit school and this was very upsetting to her. Her age was approximately 45. She readily talked about each of her sons but never mentioned her daughter. Home conditions - very poor but clean. She asked me back and said she would think about our program.

RECOMMENDATIONS OR FOLLOW-UP ACTIVITIES AND COMMENTS:

11-8-70 Re-visited home at lunch time. Very little food on the table. We talked. She revealed many family problems. She said her husband wasn't to ambitious and that he only worked part time for the county road department. Finally, I told her about our program and that I thought she was eligible for food stamps. She said they didn't want charity. I told her no one need know about their getting the stamps and that I would help her to fill out the necessary forms.

RESULTS OR OUTCOMES:

11-8-70 - Enrolled in program.

APPENDIX "D"

SCIOTO VALLEY LOCAL SCHOOLS

PIKETON, OHIO

VISITATION REPORT

Project ABEDC I.D. # 41

Person making visit [redacted] Date 11-10-70

Referred by ABE student Date of Referral 11-6-70

Person visited [redacted]

Address Rt #2 Scioto ville, Ohio 45662

Swauger Valley

Telephone number

REASON FOR VISIT:

ABE Recruiting for Home Instruction

SUMMARY OF DIALOGUE OR ACTION:

This lady had not completed school. She had Two small boys. I had known her previously, and thought perhaps she might want To complete her education. She will Talk This over with her husband and let me know Friday.

RECOMMENDATION OR FOLLOW-UP ACTIVITIES AND COMMENTS:

RESULTS OR OUTCOMES: Not interested this year. She will Possibly attend ABE next year.

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APPENDIX "D"

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

STUDENT RECORDS

FOR Darlene Smith

ABE CENTER Home Instruction (Pike Co.)

RECORD	NUMBER OF COPIES
PERSONAL DATA SHEET	1
AABEDC SURVEY	1
EMPLOYMENT STATUS	1
PROFILE SHEET (S)	2
AGENCY REFERRAL	1
WITHDRAWAL FORM	—
TIME EXPENDED BY SUBJECT	1

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
STUDENT INFORMATION SURVEY

The teacher, counselor, or other staff member will interview and fill out this form for each participant.

NAME Darlene Starr Smith Cox
ADDRESS R. 1, Box 269, Waverly, O.
TELEPHONE NUMBER None

****

SS#280-50-7682

1. In what year were you born? 1951 - June 15
2. Sex: (Check) Male____ Female ✓
3. Race: (check) White ✓ Negro____ Other____
4. Marital status: (Check) Single___ Married___ Other Divorced
5. How many children do you have at home? 2

NAME OF CHILD (list additional children on back)	AGE	GRADE (if out of school, highest grade completed)
Terri	1	
Tina	2	

6. How many years have you lived in the community? 11
7. Father's name James E. Smith Mother's Name Ernestine
8. Highest grade parents completed ? Father 8 Mother
9. Highest grade you completed in school 10 Where Piketon, O.
10. What is your primary occupation? waitress
11. What is your current work status? (check)
    - ( ) Employed full time
    - ( ) Employed part time
    - ( ) Unemployed but seeking work
    - ( ) Not seeking work - Unemployed
    - (✓) To be placed through this project
12. If working, name of employer____

13. If not employed full time, the main reason is (Check)

(✓) Unable to find work
() Keeping house
() In School
() Retired
() Disabled
() Other (Specify)_____

14. How was the contact between ABE and the participant made?_____

friend

15. Reason for participation in ABE G.E.D.
W.I.N. Student - Seeks job training and work.

16. Has the participant been enrolled in ABE before? ____Yes ✓No

17. If yes, how long_____

18. Additional information:

STUDENT PERSONAL DATA - AABEDC - OHIO PROJECT

Recruited or Referred by other ABE student Date 8-27-70

Name Darlene Smith

Address R#1, Box 269, Waverly, Ohio 45690

Phone number None Social Security Number 290-50-7682

I. PERSONAL DATA:

Age 19 Date of Birth 6-15-51 Citizen Yes

Marital Status: Single___ Married___ Separated___
Divorced ✓ Widow___

Ex
Spouse's Name Jerry Cox Number of children___

Children's Ages 1-2

II. EDUCATION AND TRAINING:

Number of years completed: Elementary 8 High School 2

Vocational or other training: Type None

Number of years or months___ Location___

Dates:

III. WORK EXPERIENCE:

Present employment type —

Employer —

Length of employment Years — Months —

Employer's Address —

Previous experience Waitress-Cook

IV. EXPRESSED EDUCATIONAL GOALS G.E.D

Take key punch training.

(over)

V. TEST DATA:

PRETEST		POST TEST	
Name of Test	Score	Name of Test	Score
1.		1.	
2. Reading	7.4	2. Reading	9.3
3. Arithmetic	7.3	3. Arithmetic	8.1
4. Language	6.3	4. Language	8.5
5. Total	6.9	5. Total	8.7

VI. COMMENTS:

Pretest was done in lab at Piketon. This test was given on TABE - Level M, Form 1.

Post test was given at her home - May, 1971. This test was given on TABE, Level D, Form 1.

(Gain 1.8)

AGENCY REFERRAL

Name of Student Darlene Smith Cof
Age 19 Sex F Length of time in program Enrolled 8/70
Race W Beginning Achievement Level II

REFERRED TO: Agency	Date	By Whom	REASON FOR REFERRAL	OUTCOME	ACHIEVEMENT LEVELS AT TIME OF REFERRAL
CAP	11/70	J. Bapst. Instr. aide	No coal or food	CAP gave Darlene food order for 16.00 none if it so myself	seamed her some
Welfare	11/70	"	No shoes for babies		
CAP, Welfare, Scouts, Church	12/12/70	"	needed clothing. food. etc.	secured CAP food order Welfare Christmas basket Church basket (food) Scouts brought Children Treat and a Santa visit	
Pike Co. Commissioners	2/71	"	No Coal No Money	got coal at a very nominal fee.	
CAP	3/71	-	No food or electric	Called CAP - They had no money available - Food from friends.	

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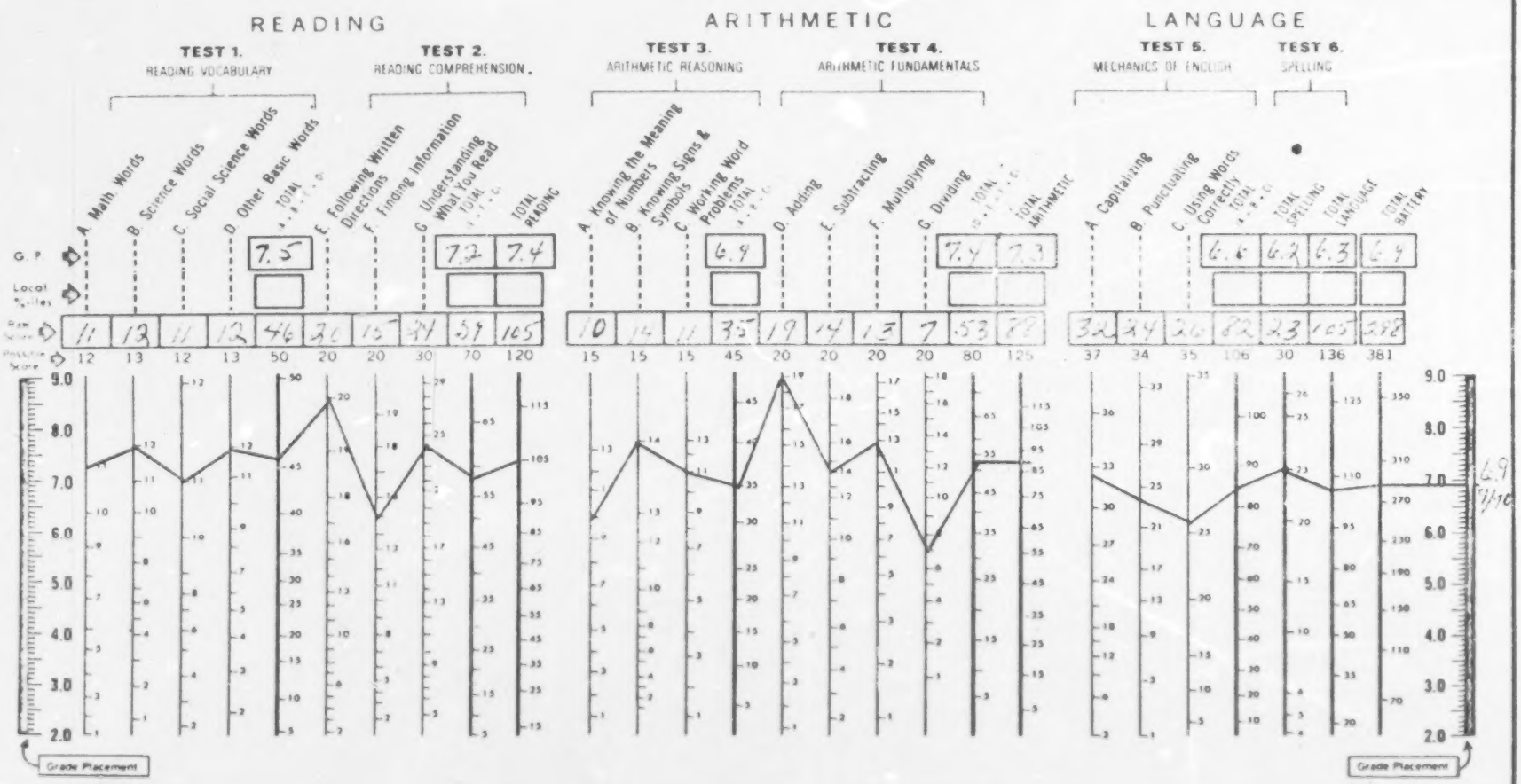
PROFILE SHEET

TESTS OF ADULT BASIC EDUCATION

Level M • Form Z

Published by California Test Bureau CTB a Division of McGraw-Hill Book Co.
Monterey, California

NAME	Smith, Darlene (last, first, initial)	M / F	6-15-57 Date of Birth
SCHOOL or CENTER	Home Study (city, state)		
EXAMINER	Cathy Monette		9-76 Date of Test



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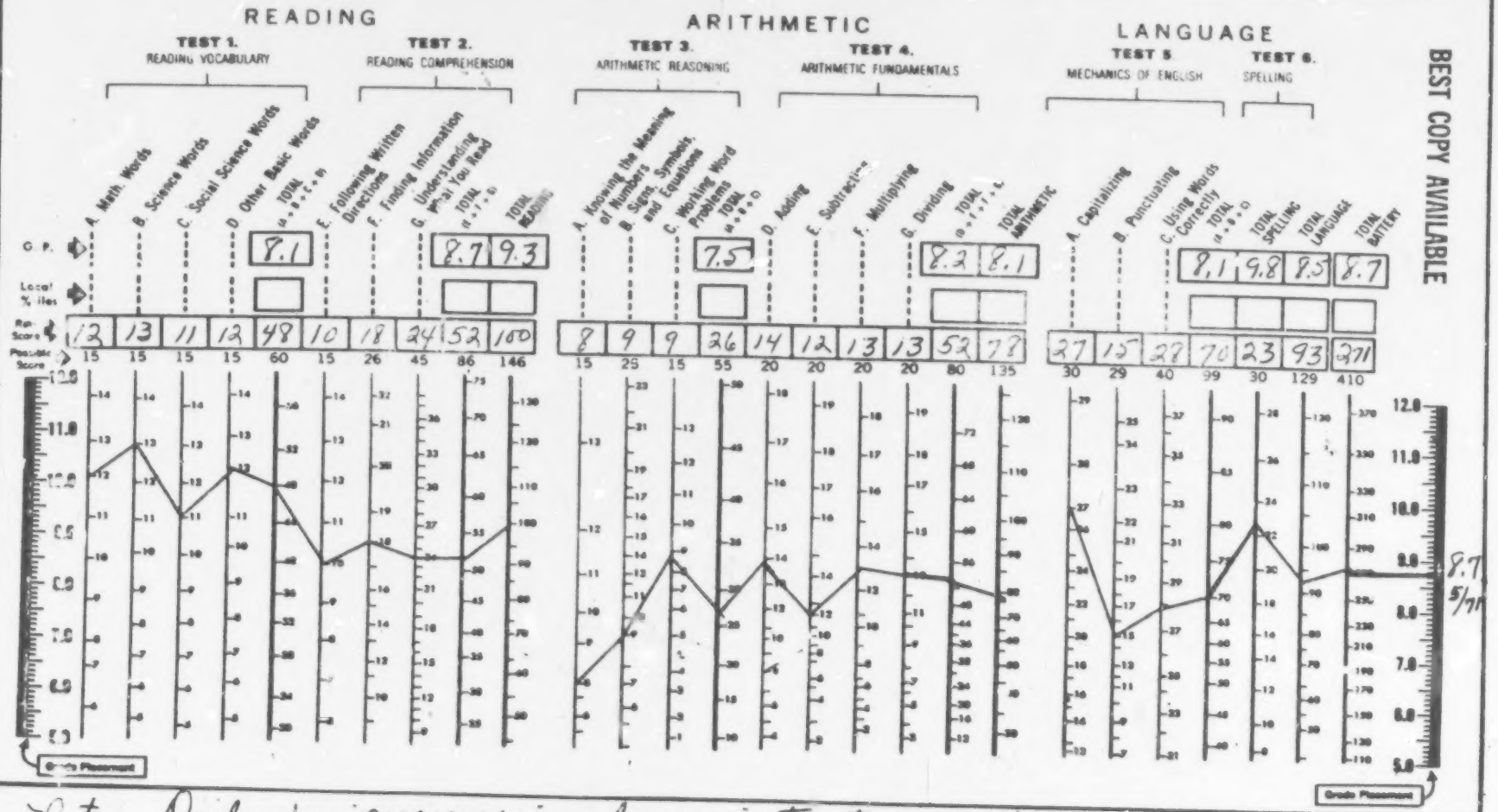
PROFILE SHEET

TESTS OF BASIC SKILLS

Level D · Form 1

Published by CTB/McGraw-Hill · A Division of McGraw-Hill, Inc.

NAME	Smith, Darlene	M / F	6-15-51 Date of Birth
SCHOOL or CENTER	Home Instruction		
EXAMINER	J. Bapst		May 1971 Date of Test



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Note - Darlene's progress in home instruction was on a high enough level that I gave the D level test (instead of M level) as a post test.

EMPLOYMENT STATUS

This form should be filledout by the teacher for each pupil enrolled.

1. Name Darlene Smith

2. Please indicate the employment status of the student by checking the statement below which best describes his position.

_____a. Employed full time
_____b. Employed part time
__✓__c. Unemployed, but seeking employment
_____d. Unemployed and not seeking employment

3. If employed, what is the student's occupation?_____

_____

4. If employed, what type of work has the student done in the past?

waitress

5. What type of job would the student like to have?_____

I.B.M. Key Punch

6. Occupational change since enrollment?

1._____
2._____
3._____

Reasons for change?

1._____
2._____
3._____

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APPENDIX "E"

(JOB DESCRIPTIONS)

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

Piketon, Ohio

JOB DESCRIPTION

RESOURCE TEACHER
for
ABE Home Instruction Aides

REQUIREMENTS:

Must be a certified teacher in the employee of the local school district to be served by the ABE Home Instruction Program. The teacher is to be currently employed in to have and had previous successful experience in the local ABE program.

Other requirements deemed important - The resource teacher should have:

a) Good working knowledge of individualized instructional methods and materials.

b) Good knowledge of the local community and its residents.

c) Available or released time to meet with parappofessional on a weekly basis.

d) Available or released time for one or more program audit visitation during the year.

e) The desire to participate in the ABE Home Instruction Program and its related activities.

f) Available or access to equipment for reproducing or duplicating materials to be used in the Home Instruction Program.

RESPONSIBILITIES:

A) Resource teacher will become familiar with the operation and activities of the Ohio Module Home Instruction Program in ABE.

RESPONSIBILITIES CONT'D.

b) Resource teacher will assist in directing and evaluating the activities of the Home Instruction aide.

c) The resource teacher will attend pre and inservice training programs scheduled during the project year.

d) The resource teacher will review, approve, and submit all reports made on the Home Instruction Program in his assigned district or area.

e) The resource teacher will provide for the aide those services that will assist in improving job performance and/or program.

SPECIFIC DUTIES AND SERVICES:

The resource teacher will be expected to perform specific tasks and provide certain services during the project year. These include:

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1) Requisitioning of and providing storage for instructional materials to be used in the ABE Home Instruction Program.

2) Assisting in aquiring referral lists and other names of potential Home Instruction student.

3) Assisting in publicizing program availability in local area.

4) Reporting local project activities and findings as required on a scheduled basis.

5) Assisting the home instruction aide in the interpretation of preassessment instruments and prescribing the educational program best suited for the individual.

6) Providing assistance in developing the aide's ability to provide direct instruction to the client and to assess client's progress in the instructional program.

7) Assist in acquiring or providing instructional or practice materials needed in the program.

SPECIFIC DUTIES AND SERVICES CONT'D:

8) Assisting in providing counsel or referral in order to satisfy identified needs of clients.

9) Conducting one or more audit visits with home instruction aide.

10) Assisting in on-the-job training where possible and providing constructive criticism where needed.

11) Assisting in on-going evaluation of program activities and suggesting appropriate changes for program improvement.

12) Having a weekly or scheduled meeting with the aide for the purpose of reviewing project activities and providing needed assistance.

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

Piketon, Ohio

JOB DESCRIPTION

RESOURCE TEACHER
for
LEARNING LABORATORY TECHNICIAN

REQUIREMENTS:

Person must be a certified teacher and currently employed as a full, or part-time, adult basic education teacher or adult learning center coordinator in the district to be served. The resource teacher should have additional requirements which include:

a) Previous experience in the operation of an Adult Learning Center.

b) A good working knowledge of the individualized instructional methods and materials.

c) A willingness to assist in the training and utilization of paraprofessionals as Learning Laboratory Technicians.

d) Available or released time to meet with the paraprofessional on a weekly basis.

e) Available or released time for scheduled staff inservice meetings.

RESPONSIBILITIES AND DUTIES:

The resource teacher will:

a) Be directly responsible for supervising the duties of the learning lab technician.

b) Assist in the on-the-job training of the learning lab technician.

c) Meet, on a scheduled basis, with the technician, for the purpose of counsel and reviewing project activities.

RESPONSIBILITIES AND DUTIES CONT'D:

d) Will review, approve, and submit all reporta and other data required by the AABEDC Project.

e) Will observe and evaluate the job performance of the learning laboratory technician.

f) Will attend pre and inservice training programs scheduled as part of the AABEDC Project.

g) Will assist in providing those local services that will help to improve the technician's job performance and program operation.

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APPENDIX "F"

(MATERIALS EVALUATION)

ADULT BASIC EDUCATION APPENDIX "F"

SCIOTO VALLEY SCHOOLS

CHECKLIST FOR EVALUATING PROGRAMMED MATERIALS

Program or program component evaluated_____

Evaluator_____ Date_____

CATEGORY	QUALITY RATING				
	Excellent	Good	Satisfactory	Poor	Unsatisfactory
PRELIMINARY INFORMATION					
Completeness of package--student materials, testing system, record keeping methods, teacher's manual					
Quality of package--organization, design, art, printing, durability, etc.					
Indicators of effectiveness for adults--author competence, reviews by curriculum specialists, opinions of teachers.					
Cost in relation to available funds and anticipated usage.					
PROGRAM CONTENT					
Interest to adults.					
Appropriateness of vocabulary.					
Clarity of writing style.					
Supportive content--previews, reviews, pre-tests, quizzes, tests.					
Suggestions for enrichment activities.					
CONCEPT PRESENTATION					
Sequential introduction of ideas.					
Single new idea within each frame.					
Spiraling previously presented ideas.					
Sequence that leads toward objectives. . . .					
Sequence suitability, content, difficulty, etc.					
Variation in presentation mode (interesting, not confusing).					
Pictures, diagrams, and tables as needed. . .					
STUDENT-RESPONSE ITEMS					
Well chosen questions, fill-in-the blank sentences, and problems.					
Clearly written response items.					
Variety in types of response items.					
Relevant responses called for.					
Appropriate number of response items (not too many per frame).					
Appropriate cueing (not too simplified or repetitious).					
Provision for response errors and concept clarification.					
Ease with which a student can check his responses.					

SCIOTO VALLEY LOCAL SCHOOLS APPENDIX "F"

ABE INSTRUCTIONAL MATERIALS EVALUATION

Subject_____

Title of Book or Material_____

Author(s)_____

Publisher_____

Appropriate Instructional Level
(Circle one) I II III

Type of material: (Circle) Multilevel Kit Hardbound book

Paperback book Tape Multimedia (type)_____

Format & Delivery System: (Check one) () Self-instructional

() Programmed () Teacher directed

Provides for periodic progress ehecks: () Yes () No

() Student () Teacher () Both

Answer keys provided: () Yes () No

Provides for unit and final tests: () Yes () No
Answer keys provided: () Yes () No

STUDENT REACTION TO USE:

Appropriate language: () Yes () No
Directions & Examples
Easily Understood: () Yes () No
Self Correcting: () Yes () No
Immediate Feedback: () Yes () No

Other:_____

TEACHER REACTION TO USE:

Provides for longitudinal growth: () Yes () No
Concepts presented in sequence: () Yes () No
Easy to initiate student use: () Yes () No
Can be used appropriately with other materials: () Yes () No
Teacher manual provided: () Yes () No
Teacher manual gives adequate instruction for appropriate use: () Yes () No

Other:_____

Selected Materials
for use
in
Mini - Learning Laboratories
and
Home Instruction Units
in

ADULT BASIC EDUCATION

Scioto Valley Local Schools
Piketon, Ohio
May, 1971

SELECTED SELF-INSTRUCTIONAL MATERIALS FOR ADULT BASIC EDUCATION

This listing contains programmed, semi-programmed, self-directed, and imediate response curricular materials. These materials have been catagorized into areas of reading, vodabulary, grammar, spelling, letter writing, science, social studies, and arithmetic, and placed into graded scales for appropriate selection for use with ABE students.

Materials selected for presentation on this listing have been found useful by many teachers from various programs. The listing of these materials does not constitute an endorsement by this district or program. We hope this information will be of use to others involved in an individualized approach to Adult Basic Education.

Max W. Way, Director,
Ohio Module, AABEDC,
Scioto Valley Local Schools
Piketon, Ohio
May, 1971

PUBLISHERS

ADDISON-WESLEY PUBLISHING CO., INC.
2725 SAND HILL ROAD
MENLO PARK, CALIFORNIA 94025

BEHAVIORAL RESEARCH LABORATORIES (BRL)
(WESTERN U.S.A.)
LADERA PROFESSIONAL CENTER
MENLO PARK, CALIFORNIA 94025

BEHAVIORAL RESEARCH LABORATORIES (BRL)
(EASTERN U.S.A.)
BISSELL ROAD, ROUTE # 2
LEBANON, N.J. 08833

CAMBRIDGE BOOK COMPANY
488 MADISON AVENUE
NEW YORK, N.Y. L0022

CONTINENTAL PRESS, INC.
CHESTNUT & BAINBRIDGE STREETS
ELIZABETHTOWN, PENN. 17002

ENCYCLOPEDIA BRITANNICA, INC. (EBEC)
425 N. MICHIGAN AVENUE (TEMAC)
CHICAGO, ILLINOIS 60611

FOLLETT PUBLISHING COMPANY
1010 W. WASHINGTON BLVD.
CHICAGO, ILLINOIS 60607

GROLIER EDUCATIONAL CORP. (TMI)
845 THIRD AVENUE
NEW YORK, N.Y. 10022

HARCOURT, BRACE AND WORLD
7555 CALDWELL AVENUE
CHICAGO, ILLINOIS 60648

THE MACMILLAN COMPANY
866 THIRD AVENUE
NEW YORK, N.Y. 10011

McGRAW-HILL BOOK COMPANY
PRINCETON ROAD
HIGHTSTOWN, NEW JERSEY 08520

SCIENCE RESEARCH ASSOCIATES (SRA)
259 EAST ERIE STREET
CHICAGO, ILLINOIS 60611

STECK-VAUGHN COMPANY
P.O. BOX 2028
AUSTIN, TEXAS 78767

SULLIVAN-McGRAW-HILL BOOK CO,
PRINCETOWN ROAD
HIGHTSTOWN, NEW JERSEY 08520

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SUBJECT		APPROPRIATE LEVEL OR GRADE LEVEL	TYPE	USAGE AND COMMENT
I. READING				
READING DEVELOPMENT KITS (ADDISON WESLEY)				MULTI LEVEL READING MATERIAL ON ADULT INTEREST. INFORMAL READING INVENTORY SUPPLIED. SELF CHECKING. STUDENTS GET ALMOST IMMEDIATE REINFORCEMENT. STUDENT RECORD BOOKS SUPPLIED. MATERIALS CAN BE REMOVED FROM KIT FOR HOME INSTRUCTION.
KIT A	LAW HEALTH	1.7 TO 3.9	SEMI-PROGRAMMED	
KIT B	SAFETY SCIENCE	4.0 TO 5.9	SEMI-PROGRAMMED	
KIT C	WORK	6.0 TO 8.9	SEMI-PROGRAMMED	
SPECIFIC SKILLS SERIES (BARNELL LOFT)		SERIES A-F		
USING THE CONTEXT		I & II	SEMI-PROGRAMMED	SELF CHECKING, SHORT EXERCISES IN READING SKILLS. SERIES OF SIX LEVELS IN EACH SKILL AREA PROVIDING CONTINUITY OF SKILL THROUGH LEVEL II.
DRAWING CONCLUSIONS		I & II	" "	
FOLLOWING DIRECTIONS		I & II	" "	
GETTING MAIN IDEAS		I & II	" "	
LOCATING THE ANSWERS		I & II	" "	TEACHER NEEDS TO EXPLAIN USE AND ASSIST WITH INITIAL EXERCISE. PROGRESS CHARTS PROVIDED.
WORKING WITH SOUNDS		I & II	" "	
PROGRAMMED READING FOR ADULTS (MCGRAW-HILL)				IMMEDIATE RESPONSE ITEMS. FOR LOW LEVEL OR BEGINNING READER. PROVIDES CONTINUITY IN SKILL BUILDING - PROGRESS CHECKS AND TESTS.
SERIES OF EIGHT BOOKS		I & II	PROGRAMMED	
PROGRAMMED READING FOR ADULTS (BRL)				PROGRAMMED MATERIALS FROM READINESS LEVEL TO LEVEL III. PLACEMENT INVENTORIES, PROGRESS TESTS, AND UNIT TESTS PROVIDED. BASIC READERS TO ACCOMPANY SERIES. TAPES AVAILABLE FOR USE WITH BOOKS.
SERIES OF 24 BOOKS		READINESS TO LEVEL III	PROGRAMMED	
READING ATTAINMENT SYSTEMS (GROLIER)				MULTI LEVEL READING KIT. SELF CHECKING SHORT READING EXERCISES. ADULT INTEREST. ASSISTS IN DEVELOPING READING AND LANGUAGE ARTS SKILLS. STUDENT PROGRESS BOOKS AVAILABLE.
SYSTEM I		3.0 TO 4.9	SEMI-PROGRAMMED	
SYSTEM II		5.0 TO 6.9	SEMI-PROGRAMMED	
DIMENSIONS IN READING (SRA)				MULTI LEVEL READING KITS. TWO TYPES - MANPOWER KIT APPEALS TO MEN. SELF CHECKING. SHORT READING EXERCISES. ADULT INTEREST. GOOD FOR SUPPLEMENTARY READING EXERCISES.
MANPOWER & NATURAL RESOURCES		II & III	SEMI-PROGRAMMED	
AMERICAN ALBUM (U.S. HISTORY)		II & III	SEMI-PROGRAMMED	
READ FOR UNDERSTANDING (SRA)				DEVELOPS READING COMPREHENSION AND INTERPRETATION SKILLS. SELF CHECKING MULTI LEVEL KIT. STUDENT RESPONSE BOOKS AVAILABLE. PLACEMENT TESTS AVAILABLE. GOOD FOR SHORT SUPPLEMENTARY SKILL BUILDING EXERCISES.
GENERAL EDITION		II & III	SEMI-PROGRAMMED	
READING LABS (SRA)				MULTI LEVEL, SELF CHECKING READING KIT. PROVIDES FOR A VARIETY OF RESPONSES RELATED TO READING SKILL DEVELOPMENT. ADULT INTEREST LEVE. SHOULD HAVE ASSISTANCE WITH RATE BUILDERS. STUDENT RECORD BOOKS AVAILABLE.
LAB IIIA		3.0 TO 10.9		
LAB IIIB		3.0 TO 11.9		

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SUBJECT	APPROPRIATE LEVEL OR GRADE LEVEL	TYPE	USAGE AND COMMENT
I WANT TO READ AND WRITE (STECK VAUGHN)	I	SKILL TEXT	PROVIDES FOR READING AND WRITING ACTIVITIES. GOOD SEQUENTIAL DEVELOPMENT. EXERCISES SHOULD BE ASSIGNED AND CHECKED BY TEACHER. GOOD FOR LOW LEVEL STUDENT
VOCATIONAL READING SERIES (FOLLETT)	II	PAPER BACK BOOKS	JOB RELATED STORIES PROVIDING VOCATIONAL INFORMATION TO INTERMEDIATE STUDENT. ADULT INTEREST. EXERCISES MAY BE CHECKED BY STUDENT. VOCABULARY BUILDING
READ TO LEARN (STECK VAUGHN)	I & II	SKILL TEXT	PROVIDES EXERCISES IN READING SKILL DEVELOPMENT. MAKES GOOD TRANSITION FROM LEVEL I TO LEVEL II. TEACHER SHOULD ASSIST IN ASSIGNING AND CHECKING WORK. GOOD VOCABULARY BUILDING.
BUILDING WORD POWER (STECK VAUGHN)	I & II	SKILL TEXT	PROVIDES EXERCISES IN VOCABULARY, SPELLING, AND READING. TEACHER DIRECTED AND CHECKED. PROVIDES TRANSITION FROM LEVEL I TO LEVEL II.
ADULT READERS (READERS DIGEST) SERIES OF 12 BOOKS	I & II	PAPER BACK	PROVIDES SHORT, HIGH INTEREST, LOW LEVEL READING SELECTIONS. GOOD SUPPLEMENTARY READING. COMPREHENSION EXERCISES SHOULD BE CHECKED BY TEACHER.
WHY WORK KIT (BRL)	II & III		MULTI LEVEL KIT (30 COPIES OF EACH OF 21 SELECTIONS). PROVIDES ORIENTATION TO WORK. SELF CHECKING FOR USE WITH UNEMPLOYED OR UNDEREMPLOYED MALES
HOW TO READ BETTER (STECK VAUGHN)			STUDENT CAN FOLLOW DIRECTIONS FOR EXERCISES WHICH DEVELOPS READING SKILLS. SELF CHECKING WITH KEY. PROVIDES FOR SEQUENTIAL DEVELOPMENT OF ESSENTIAL READING SKILLS. WORK SHOULD BE CHECKED BY TEACHER.
BOOK 1	II	SKILL TEXT	
BOOK 2	III	SKILL TEXT	
PROGRAMMED READING (GLOBE BOOK)	II & III	PROGRAMMED	IMMEDIATE RESPONSE. DEVELOPS ESSENTIAL READING AND REFERENCE SKILLS. PROGRESS CHECKS AND TESTS LACKING. DIRECTIONS FOR USE ARE PROGRAMMED EASY TO INITIATE.
FROM A TO Z (STECK VAUGHN) ALPHABET	I	SKILL TEXT	DESIGNED TO TEACH LETTERS OF ALPHABET TO NON-READING ADULTS. PICTURE LETTER FORMAT. ADULT INTEREST. PROVIDES FOR WRITING EXERCISES AND STUDENT RESPONSES. CHECKED AND DIRECTED BY TEACHER.
II. VOCABULARY AND SPELLING WORDS (SRA)	III	PROGRAMMED	PROVIDES IMMEDIATE RESPONSE EXERCISES IN VOCABULARY DEVELOPMENT AT LEVEL III. TEACHER'S MANUAL AND TESTS PROVIDED.
WORKING WITH WORDS (STECK VAUGHN)	I	SKILL TEXT	PROVIDES EXERCISES FOR VOCABULARY DEVELOPMENT AND SKILL IN WRITING AND SPELLING. TEACHER DIRECTED AND TEACHER CHECKED.
WORKING WITH WORD PATTERNS (STECK VAUGHN)	I	SKILL TEXT	PROVIDES FOR READING AND WRITING EXERCISES IN VOCABULARY DEVELOPMENT AND SPELLING. TEACHER DIRECTED AND TEACHER CHECKED.
GATEWAYS TO CORRECT SPELLING	III	SKILL TEXT	PROVIDES EXERCISES FOR SPELLING AND STUDY SKILLS IMPROVEMENT. STUDENT CAN FOLLOW DIRECTIONS AND CHECK OWN WORK WITH KEY. TEACHER SHOULD SPOT CHECK WORK.

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SUBJECT	APPROPRIATE LEVEL OR GRADE LEVEL	TYPE	USAGE AND COMMENT
SPELLING (BRL)	I & II	PROGRAMMED	IMMEDIATE RESPONSE FORMAT. DOES PROVIDE FOR SEQUENTIAL DEVELOPMENT IN SPELLING SKILLS. SELF CHECKED.
INCREASE YOUR VOCABULARY (CAMBRIDGE)			SELF INSTRUCTIONAL. PROVIDES EXERCISES FOR SPELLING, VOCABULARY. SELF CHECKED, TESTS WITH KEY. HELPS IN READING. TEACHER SHOULD SPOT CHECK WORK
BOOK 1	II	SKILL TEXT	
BOOK 2	III		
SPELLING (TMI - GROLIER) 2 VOLUMES	II & III	PROGRAMMED	PROGRAMMED TEXT. GIVES PRE AND POST ASSESSMENT. TEACHES BASIC RULES FOR SPELLING UNIT TESTS. SELF CHECKED.
III. ENGLISH GRAMMAR			
LEARNING OUR LANGUAGE (STECK VAUGHN)			DIRECTIONS AND EXAMPLES WITH PRACTICE EXERCISES, COVERING BASIC RULES OF ENGLISH GRAMMAR. WITH KEY STUDENT CAN CHECK WORK. UNITS SHOULD BE ASSIGNED BY TEACHER AND SPOT CHECKED. PROVIDES GOOD DRILL AND PRACTICE.
BOOK 1	II	SKILL TEXT	
BOOK 2	III	SKILL TEXT	
WORK A TEXT IN ENGLISH (CAMBRIDGE)			SELF INSTRUCTIONAL FORMAT. GIVES GOOD EXAMPLES OF AND PRACTICE IN ENGLISH USEAGE WITH PRACTICE IN RULES IN GRAMMAR. REVIEW TESTS, UNIT TESTS, SELF CHECKING WITH KEY BOOK. HAS PROGRESS RECORD.
BOOK 1	II	SKILL TEXT	
BOOK 2	III		
INDIVIDUALIZED ENGLISH (FOLLETT)			PRE ASSESSMENT PROVIDES FOR CONCENTRATION ON WEAKNESSES IN ENGLISH GRAMMAR. IMMEDIATE RESPONSE ITEMS. CARD FORM, EXERCISES SHORT, STUDENT RESPONSE SHEETS AND POST TEST PROVIDED.
ENGLISH SET J	III	PROGRAMMED	
ENGLISH 2200			PROGRAMMED FORMAT, IMMEDIATE RESPONSE ITEMS, PROGRESS TESTS PROVIDED. STUDENTS NEED ORIENTATION TO BOOK FORMAT.
ENGLISH 2600 (HARCOURT, BRACE & WORLD)	III	PROGRAMMED	
BASIC SKILLS IN GRAMMAR (CAMBRIDGE)			SELF INSTRUCTIONAL. PROVIDES DIRECTIONS, RULES, AND EXAMPLES IN GOOD ENGLISH GRAMMAR AND USAGE. EXERCISES ARE SELF CHECKING WITH KEY. TEACHER SHOULD CHECK CHAPTER TESTS.
BOOK 1	II		
BOOK 2	III	SKILL TEXT	
COMAS (GREGG, MCGRAW-HILL)	III	PROGRAMMED	PROGRAMMED TEXT IN PUNCTUATION USED IN MODERN WRITING. IMMEDIATE RESPONSE ITEMS.
PUNCTUATION (TMI - GROLIER)	II & III	PROGRAMMED	IMMEDIATE RESPONSE ITEMS. PRE AND POST UNIT TESTS PROVIDED, TEACHES BASIC RULES FOR PUNCTUATION.
LANGUAGE SKILLS FILMS (CONTERETAL PRESS)			SET OF 12 FILMSTRIPS AND TESTS. PROGRAMMED FORMAT. EACH FRAME PRESENTS CONCEPT WITH IMMEDIATE RESPONSE. TESTS PROVIDED. TEACHES BASIC LANGUAGE SKILLS. CAN BE USED WITH FILMSTRIP PREVIEWER.
SET OF 12 FILMSTRIPS	II	PROGRAMMED	
IV. SOCIAL STUDIES			
AMERICAN HISTORY STUDY LESSONS SERIES OF 9 BOOKS	II & III	SKILL TEXT	EACH OF THE THREE SOCIAL STUDIES UNITS HAS A SERIES OF NINE BOOKS PROVIDING SHORT READING SELECTIONS WITH COMPREHENSION CHECKS. UNITS HAVE PROGRESS TESTS AND FINAL TESTS. MATERIALS SHOULD BE TEACHER DIRECTED AND TEACHER CHECKED. REQUIRES ABOUT 6.0 READING LEVEL.
WORLD HIGTORY STUDY LESSONS SERIES OF 9 BOOKS	II & III	SKILL TEXT	
STUDY LESSONS IN CIVICS SERIES (FOLLETT)	II & III	SKILL TEXT	

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SUBJECT	APPROPRIATE LEVEL OR GRADE LEVEL	TYPE	USAGE AND COMMENT
DIMENSIONS IN READING (SRA)			
MANPOWER & NATURAL RESOURCES KIT	II & III	SEMI-PROGRAMMED	SEE DESCRIPTION UNDER READING. SELECTIONS FROM THESE KITS PROVIDE MUCH WORTHWHILE BACKGROUND KNOWLEDGE IN THE SOCIAL STUDIES AREA. KNOWLEDGE GAINED IS INCEDENTAL TO THE DEVELOPMENT OF READING SKILLS.
READING LABORATORIES			
IIIA	II & III	SEMI-PROGRAMMED	
IIIB	II & III	SEMI-PROGRAMMED	
READING ATTAINMENT SYSTEM (GROLIER)			
KIT 1	II	SEMI-PROGRAMMED	
KIT 2	II	SEMI-PROGRAMMED	
WHY WORK SERIES (BRL)	II & III	SEMI-PROGRAMMED	
READING DEVELOPMENT KITS (ADDISON-WESLEY)			
KIT A	I	SEMI-PROGRAMMED	
KIT B	II	SEMI-PROGRAMMED	
KIT C	III	SEMI-PROGRAMMED	
PROGRAMMED SOCIAL STUDIES (BRL)			PROGRAMMED TEXTS TEACHES AMERICAN GOVERNMENT, U.S. CONSTITUTION, AND U.S. GEOGRAPHY. JUNIOR HIGH READING LEVEL REQUIRED. PROGRESS, UNIT, AND FINAL TESTS PROVIDED. GIVES GOOD BACKGROUND IN U.S. GOVERNMENT AND GEOGRAPHY.
INTRODUCTION TO AMERICAN GOVERNMENT - 2 VOLUMES	III	PROGRAMMED	
U. S. CONSTITUTION 1 VOLUME	III	PROGRAMMED	
U.S. GEOGRAPHY - 3 VOLUMES	III	PROGRAMMED	
V. CAREER EDUCATION:			
WHAT JOB FOR ME? (MCGRAW-HILL) SERIES OF 18 BOOKS	II & III	PAPER BACK BOOK	THIS SERIES OF 18 PAPERBACKS PROVIDES INFORMATION ON JOBS AND THE WORLD OF WORK. SHORT READING SELECTIONS HAVE SELF CHECKS. PROVIDES INTEREST AREA READING FOR YOUNGER ABE STUDENTS. REQUIRES ABOVE 5.0 READING. GIVES SOURCES OF ADDITIONAL INFORMATION
HOW TO GET A JOB AND KEEP IT - (STECK-VAUGHN)	II & III	SKILL TEXT	GOOD FOR USE WITH ABE STUDENTS SEEKING EMPLOYMENT. COVERS MOST AREAS RELATED TO LOOKING FOR WORK, PERSONAL QUALITIES, SKILLS, INFORMATION NEEDED TO APPLY. INTERVIEW TIPS. WORK HABITS AND KEEPING A JOB. REQUIRES ABOUT 6.0 READING LEVEL OR ABOVE. TEACHER DIRECTED AND TEACHER CHECKED EXERCISES.
WHY WORK SERIES (BRL) READING SELECTIONS	II & III	SEMI-PROGRAMMED	SEE READING. PROVIDES GOOD JOB INFORMATION FOR UNEMPLOYED OR UNDEREMPLOYED.
VI. SCIENCE			
READING LABS (SRA)	II & III	SEMI-PROGRAMMED	SEE READING. THESE KITS PROVIDES SELECTIONS THAT TEACHES SCIENCE CONCEPTS AND PROVIDE MUCH INFORMATION IN SCIENCE AS AN INCIDENTAL PART OF DEVELOPING READING SKILLS.
READING ATTAINMENT SYSTEMS	II & III	SEMI-PROGRAMMED	
READING DEVELOPMENT KITS A, B, & C	I, II & III	SEMI-PROGRAMMED	
STUDY LESSONS IN GENERAL SCIENCE - (FOLLETT) SERIES OF SIX STUDY UNITS	II & III	SKILL TEXT	SERIES OF SIX STUDY UNITS PRESENTING SHORT READING SELECTIONS WITH COMPREHENSION CHECKS. UNIT AND FINAL TESTS PROVIDED. SHOULD BE TEACHER DIRECTED AND CHECKED. 6.0 READING LEVEL AND ABOVE REQUIRED. COVERS AREAS OF PHYSICAL AND LIFE SCIENCE.
GENERAL SCIENCE (TMI - GROLIER) SET OF 7 BOOKS	III	PROGRAMMED	SEVEN PROGRAMMED TEXTS THAT TEACH FACETS AND IDEAS OF GENERAL SCIENCE. PRE AND POST TEST PROVIDED WITH SELF CHECKING REVIEW UNITS.

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SUBJECT	APPROPRIATE LEVEL OR GRADE LEVEL	TYPE	USAGE AND COMMENT
BASIC SCIENCE FOR LIVING BOOK 1	III	SKILL TEXT	PROVIDES KNOWLEDGE AND REVIEW OF BASIC SCIENTIFIC FACTS AND IDEAS PRESENTED IN GENERAL SCIENCE. PROVIDES COMPREHENSION CHECKS. SELF CHECKED WITH KEY. TEACHER SHOULD SPOT CHECK WORK AND ADMINISTER UNIT TESTS. REQUIRES 7.0 OR ABOVE READING LEVEL.
BOOK 2	III	SKILL TEXT	
NUMBERS AND UNITS FOR SCIENCE (BRL)	III	PROGRAMMED	TEACHES UNITS OF MEASUREMENT USED IN SCIENCE, METRIC, AND ENGLISH SYSTEMS. IMMEDIATE REINFORCEMENT, PROGRESS CHECKS AND UNIT TESTS PROVIDED.
GENERAL SCIENCE SERIES (TEMAC - EBEC)	III	PROGRAMMED	PROGRAMMED TEXTS IN FACTS AND PRINCIPLES OF PHYSICAL, EARTH, AND LIFE SCIENCE. IMMEDIATE REINFORCEMENT, PROGRESS TESTS AND UNIT TESTS PROVIDED. READING LEVEL OF 7.0 OR ABOVE REQUIRED.
VII. ARITHMETIC			
PROGRAMMED READING FOR ADULTS (MCGRAW-HILL) BOOK 1 - WRITING AND RECOGNIZING NUMBERS.	I	PROGRAMMED	PROGRAMMED FORMAT. USED WITH NON-READERS TO TEACH RECOGNITION AND WRITING OF NUMBERS. TEACHER MUST CHECK OFTEN ON STUDENT PROGRESS.
PROGRAMMED ARITHMETIC (TMI - GROLIER) BASIC SKILLS SERIES	I, II, & III	PROGRAMMED	SERIES OF SELF TEACHING, PROGRAMMED TEXTS. TEACHES BASIC CONCEPTS IN ARITHMETIC. PROVIDES CONCEPT TESTS AND PRE AND POST ASSESSMENTS. IMMEDIATE RESPONSE ITEMS.
COMPUTATIONAL SKILLS KIT (SRA)	II & III	SEMI-PROGRAMMED	CARD FORMAT. DRILL EXERCISES IN BASIC SKILLS THRU DECIMALS. SELF CHECKING. UNIT TESTS AND DIAGNOSTIC TESTS PROVIDED. CARDS CAN BE REMOVED FOR USE IN HOME INSTRUCTION. STUDENT RECORD BOOKS AVAILABLE.
PROGRAMMED MATH FOR ADULTS (MCGRAW-HILL) SERIES OF 15	I, II, & III	PROGRAMMED	SERIES OF 15 PROGRAMMED TEXTS, BOOKS 1 THRU 8 HAVE ACCOMPANING PROBLEM SOLVING BOOKS. FIRST EIGHT BOOKS TEACH BASIC ARITHMETIC SKILLS AND BOOKS 9 THRU 11 TEACH CONSUMER AND PERSONAL MATH, BOOKS 12 AND 13 INTRODUCTION TO ALGEBRA, 14 GEOMETRY, AND 15 TRIGONOMETRY. UNIT TESTS AND PROGRESS TESTS PROVIDED.
INTRODUCTION TO MATHEMATICS (EBEC) (TEMAC) SERIES OF 4 BOOKS	III	PROGRAMMED	PROGRAMMED TEXTS. REQUIRES GOOD READING SKILLS. TEACHES BASIC SKILLS AND PROBLEM SOLVING IN ALL CONCEPTS IN BASIC MATHEMATICS. SUPPLEMENTS PROVIDE REVIEW EXERCISES. PROGRESS TESTS AND UNIT TESTS PROVIDED.
BASIC MATHEMATICS (EBEC)	II & III	PROGRAMMED	PROGRAMMED FORMAT. REQUIRES GOOD READING SKILLS. PRESENTS BASIC CONCEPTS OF MATHEMATICS AND PROBLEM SOLVING. PROGRESS AND UNIT TESTS PROVIDED.
WORKING WITH NUMBERS (STECK-VAUGHN)			DIRECTIONS AND EXAMPLES PROVIDE SELF INSTRUCTIONAL FORMAT. GIVES INSTRUCTION AND PRACTICE IN BASIC MATH SKILLS AND PROBLEM SOLVING. SELF CHECKING WITH KEY. UNIT AND BOOK TESTS AVAILABLE. STUDENTS SHOULD HAVE GOOD READING SKILLS
BOOK 1	II	SKILL TEXT	
BOOK 2	III	SKILL TEXT	
BASIC ESSENTIALS OF MATHEMATICS (CAMBRIDGE) SERIES OF 4 BOOKS	II & III	SKILL TEXT	DIRECTIONS AND EXAMPLES FOR TEACHING BASIC MATH SKILLS AND PROBLEM SOLVING. REVIEW EXERCISES SELF CHECKED WITH KEY. BOOK AND UNIT TESTS AVAILABLE. STUDENT NEEDS GOOD READING SKILLS TO PROFIT FROM SELF INSTRUCTION. TEACHER SHOULD SPOT CHECK PROGRESS AND ADMINISTER TESTS.

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SUBJECT	APPROPRIATE LEVEL OR GRADE LEVEL	TYPE	USAGE AND COMMENT
STEPS TO MATHEMATICS (STECK-VAUGHN) SET OF 2 BOOKS	I & II	SKILL TEXT	BOOKS I AND 2 PRESENT BASIC CONCEPTS AND PRACTICE IN FUNDAMENTALS OF MATH. LOW LEVEL READING - PRACTICE EXERCISES. TEACHER DIRECTED UNIT AND PROGRESS TESTS CONTAINED IN BOOKS. TEACHER SHOULD SPOT CHECK WORK AND ADMINISTER TESTS. TEACHER DIRECTED. KEYS PROVIDED.
ELEMENTARY ARITHMETIC (TMI-GROLIER) SERIES OF 9 PROGRAMMED TEXTS.	I, II, & I'I	PROGRAMMED	PROGRAMMED FORMAT IN NINE BOOKS. LOW LEVEL READING. IMMEDIATE REINFORCEMENT. PRE AND POST TESTS PROVIDED. TEACHES BASIC FUNDAMENTAL OPERATIONS IN ARITHMETIC THROUGH FRACTIONS AND DECIMALS.
VIII. CONSUMER MATH			
THE MONEY YOU SPEND PAYCHECK (FOLLETT) 2 BOOKS	II	SKILL TEXT	LOW LEVEL READING. PROVIDES PROBLEM SITUATIONS WITH COMPREHENSION CHECKS USING BASIC MATH. KEYS PROVIDED FOR SELF CHECK. USEFUL WITH YOUNGER DROP BUT. FINAL TEST FOR EACH BOOK PROVIDED.
CONSUMER EDUCATION SERIES (BRL) SERIES OF 6 BOOKS	II & III	PROGRAMMED	SERIES OF SIX PROGRAMMED TEXTS IN AREAS OF CONSUMER EDUCATION INCLUDING WISE BUYING, HOUSEHOLD BUDGETS, TAXES, INSURANCE, ETC. REQUIRE KNOWLEDGE OF BASIC MATH AND 6.0 + READING SKILLS. UNIT TESTS AND PROGRESS CHECKS PROVIDED.

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APPENDIX "G"

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OHIO BUREAU OF EMPLOYMENT SERVICES
110 East Emmitt Avenue Waverly, Ohio 45690
WIN Unit
...m J. Gilligan, Governor
William E. Garnes, Administrator

February 12, 1971

Mr. Max Way
Adult Basic Education Lab
Piketon High School
Piketon, Ohio 45661

The Work Incentive Program is very grateful to the Piketon, Beaver, and East Jackson Adult Basic Education Program for its fine cooperation and assistance in helping remove welfare recipients into employment. With this as a contributing factor, ten persons have been moved directly into full-time jobs; three men have moved into other employment; one man and one lady have achieved GED level; and, several others have made significant progress towards electriaian's skills; clerical goals, and other new levels of employment. Especially pertinent factors have been additional hight-time vocational schooling including auto mechanic training; clerical training, blue print and other course offerings which Mr. Way has made available to WIN needs. He also obtained audio-visual aids to implement WIN instruction. Even among those WIN persons who have not continued training to significantly higher levels of learning, there can be no doubt that additional learning of basic skills will be beneficial in improving their lives. Teachers have been most cooperative in reporting student progress, and students have many times noted the fine rapport they have with them.

The Work Incentive Program commends this fine attack upon illiteracy and barriers to self-improvement.

Sincerely yours,

James T. Patton
WIN Specialist

88333 (R 5-71)

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APPENDIX "H"

(STUDENT FEED BACK)

STUDENT FOLLOW-UP QUESTIONNAIRE

OHIO PROJECT -- AABEDC

PART I

Composite - 233 responses

1. Did you attend adult classes during this past school year?

   Yes 227 No 6

2. Did you attend regularly? Yes 192 No 33 No Response 8

3. Did you attend class during the day 67 evening 149

   No response 17

4. Are you now attending adult classes? Yes 158 No 68

   No Response 7

5. Why did you attend adult classes? see listing of responses later in appendix.

6. What do you think you have gained by attending these classes?

   See listing of responses later in appendix.

7. Would you recommend the adult program to your friends?

   Yes 217 No 9 No response 7

8. How do you rate the books and other material used in the adult classes? Circle one.

   Poor 6 Fair 17 Good 94 Excellent 103

   No response 3

9. Is the school convenient for you? Yes 184 No 17

   If no, why? See listing of responses later in appendix.

10. How do you think the adult program can be improved?

    See listing of responses later in appendix.

11. Do you plan to attend adult classes next year? Yes 132 No 63

    No Response 38

12. How long have you been involved in adult classes?

    First Year 154 Second Year 44 Third year 16

    More than three years 7 No response 12

COMPOSITE
STUDENT QUESTIONNAIRE - PART II

1. Do you have children in school? Yes 157 No 51
No Response 25

If yes, answer items 2,3, and 4.

2. Do your children approve of your taking adult classes? Yes 152
No 5

3. How has your work in adult education effected your children's school work?

24 Don't Know 37 No Change 69 Some Improvement

27 Much Improvement

4. Do you attend your children's school activities? Yes 132 No 16
No Response 9

5. Do you own a radio? Yes 176 No 39 No Response 18

If yes, what is one of your favorite programs? See listing of responses later in appendix.

6. Do you own a TV? Yes 187 No 34 No Response 12

7. Do you attend church or Sunday school? Yes 162 No 47
No Response 24

8. Are you registered to Vote? Yes 177 No 36 No Response 20

9. Did you vote in the November, 1970, election? Yes 138 No 66
No Response 57

10. Did you vote in the May, 1971 Primary Election? Yes 92 No 84
No Response 57

11. Have you had any vocational or job training? Yes 58 No 157
No Response 18

If yes, what type and where did you receive the training.
See listing of responses later in appendix.

12. If you had the opportunity, would you be interested in vocational or technical training? Yes 123 No 64

If yes, what type. See listing of responses later in report.

13. Have you changed jobs since beginning adult classes?
Yes 43 No 96

14. Did your adult education have anything to do with the job change?

Yes 27 No ____ If yes, how did your adult education effect the job change?

See listing of responses later in appendix.

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

PART I - Question 5

To get a BED so I can get a better job.
I need my education to qualify for a good job.
It is required by my job.
I am working in the day time.
To better myself in case I need it in the future.
I plan to attend Business College after completion.
To get a diploma.
To get moor education.
Improve lurning.
To be able to help my children.
To get a getter job.
I signed up to improve my education
I've always wanted a high school education and this is the first time I had an opportunity to get it.
I felt I need more mathematics in my job.
To get a better job, so I can make a good living for my family.
To get my GED so that I can enter LPN Nurses training.
Social reasons.
To learn more.
To better myself and maybe my family will benefit from it.

PART I - Question 6

I gained a lot in learning.
a education.
Some of the help I needed in math for my job.
A review of subjects that I'd had before.
I can remember better what I read. Also better in math and English.
A fair overall knowledge of High School Subjects.
I'm thankful for an opportunity to go back to school.
I've been able to help my children more in their school work.
GED.
A Diploma.
Nothing.
Good Training.
An up-to-date education in math.
Better understanding in reading and more self confidence.
A fair overall knowledge of High School Subjects.

STUDENT FOLLOW-UP QUESTIONNAIRE - OHIO PROJECT - AABEDC

PART II - Question 5

Station WPAY
Gospel Melody Time
I just keep it on FM, Portsmouth, Ohio.
Paul Harvey News
FM Hillbilly music - Zeke Mullums
Hymm Time
Brother Cruise
football
Religious Programs
Talk Back
Country Music
Brother Crews
Ball games
news
radio on for news and weather reports only.
Rev. Ray Anderson at 12PM

PART II - Question 11

Welder
Business Training
Radio-TV repair - Huntington, W. Va., G.I.
Nurses Aide Training
Manpower
Teacher aid in Head Start
Machinist
Red Cross Nurses Training

PART II - Question 12

Business Training
Any kind of training I could do that would help improve myself for working.
Auto Body Work
IBM Training
Home Economics
Cosmetology
Machine Shop
Welding
Nurse's Training
Business Machines
typing
bookkeeping
office work
Carpentry
salesmanship
blue print reading
drafting

PART II - Question 14

I was able to pass Civil Service Test.
I passed the test for my company.
GED enabled me to get a better job.
More knowledge in Math helped me advance on my job.
I got a better job because I took and passed the GED TEST.
I took more training and got a better job.

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Dear Mr. Way,

I like the program because: It gives me a deep satisfaction that though I couldn't finish in the public school, that I am now able to show myself, I can do things I thought wasn't possible. My standing has improved a lot with my relation. I am satisfied with the program, although it could improve.

You could improve the program by: Encouraging students to come in the day lab, Monday through Thursday if possible. This way they have more time to study on things that are more complicated than others. If a person misses a couple of meetings they usually need to start over again. This takes a lot of precious time in which they need on other studies.

My first two weeks I came like a regular school girl. I liked that way a lot more. In no time I had relearn things that I had forgotten, and were though with some of the lessons. I'm just sorry that I can now only go four days a week, until the summer program starts. Carolyn is a very good helper. I couldn't have succeeded without her help.

It would be nice for there to be and extra interest for us to look forward to after we have grown tire of work lessons. Though I am sure you's will think of new and better ways.

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April 23, 1971

Dear Mr. Way,

I like the program because I think its something wonderful for adults who didn't finish high school or didn't have a chance to. Before I started to this I couldn't even help my kids in their work now I can. I would like to see more adults take the advantage of it.

I like to hear the teachers explain things on the board. I felt the teachers here have done a good job.

Yours truly

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April 23, 1971

Dear Mr Way -

I like the program because I have learned more about math, English, history & social studies. Its also been a previlage working with a group of nice people. We also had a wonderful group of teachers. They have been very good in bringing us forward in this program.

You could improve this program by changing some of the methods in the class rooms. I think there should be more discussing. In math, I think each formula should be explained on the black board till every student thoroughly under stands it. In english each subject should be explained and discuss. Before going to the cards, I think it would up grade the program to change it to Instructions.

The Teachers has been very good helping us with all of our Problems. There are so many People that is backward and won't ask for the information they really need.

Yours Truly

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APPENDIX "I"

(MEDIA)